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ABSTRACT

Descriptive abstracts of all Elementary and Secondary Act Title VII projects funded through Fiscal Year 1972-73 are presented in this guide. The abstracts contain the project name, fiscal agent, director, location, languages other than English, grade levels, number of classes, student enrollment, staff, participating schools or districts, funding year, project emphases, and a summary of individual project designs. Abstracts are arranged alphabetically by state, city, and project. Information is based on questionnaires mailed to each project in November, 1972 and on initial and continuation grant applications submitted to the U.S. Office of Education during April, 1972. (PS)

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GUIDE TO TITLE VII ESEA BILINGUAL BICULTURAL PROJECTS IN THE UNITED STATES

DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION

1972-1973

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1972-1973

DISSEMINATION CENTER
FOR
BILINGUAL BICULTURAL EDUCATION

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TABLE OF CONTENTS

Foreword	5
Acknowledgements	6
Introduction	7
Descriptive Abstracts of ESEA, Title VII Projects, 1972-1973	9
Appendix	107
Table A	110
Table B	113
Table C	114

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Foreword

Implicit in the current efforts being made to implement the bilingual-bicultural education concept as an integral part of the American school curriculum is the all-important need for increasing inter-project communications. There are some two hundred thirteen sites in the United States and its territories conducting projects funded under Title VII of the Elementary and Secondary Education Act of 1965, as amended.

This Guide to Title VII ESEA Projects in the United States has been prepared by staff of the Dissemination Center for Bilingual Bicultural Education in cooperation with State Departments of Education and Directors of locally operated projects. It is hoped that this publication will contribute positively toward the enhancement of inter-project communication, resulting thus in helpful sharing of ideas and project information, and the minimization of duplicated efforts.

Juan D. Solís

Director

ACKNOWLEDGEMENTS

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INTRODUCTION

This guide is presented for the information of all Title VII ESEA project sites, concerned state and federal agencies, and interested organizations. It contains descriptive abstracts of all Title VII ESEA projects funded through Fiscal Year 1972-1973. The abstracts are comprised of project name, fiscal agent (local Education Agency), director, location, language(s) other than English, grade levels taught, number of classes, student enrollment, staff, participating schools or districts, funding year, project emphases, and a summary statement of individual project design.

Abstracts are arranged alphabetically by State, City, and Project. Tabulations of national statistics appear in the Appendix.

Bilingual education projects funded under Title VII of the Elementary and Secondary Education Act of 1965, as amended, are currently conducted in 29 states of the United States; also in Guam, the Mariana Islands, Puerto Rico, and the Virgin Islands. The projects represent 24 languages and dialects including English.

Information reported herein is based on questionnaires mailed to each project site in November, 1972 and on initial and continuation grant applications submitted to the U.S. Office of Education during April, 1972.

ALASKA

Yupik Eskimo Bilingual Program
Alaska State-Operated School System
Contact: John R. Kito, Project Director
650 International Airport Road
ANCHORAGE, ALASKA 99502
(907) 274-1645 Ext. 138

Yupik Eskimo. Grades: K-3, 8 classes, 103 students; staff of 8 professionals, 13 paraprofessionals. Six schools: Kongiganek, Bethel, Manokotak, Togiak, Twin Hills, Aleknagik North Shore. Third funding year.

This program has six components for the bilingual education of village Eskimo children. These include: instruction in English and Eskimo, community involvement, staff development, materials development, program management, and evaluation activities. Instruction varies from village to village, but generally, English is taught as a second language while math, science and social studies are taught in Eskimo. Parent conferences are held regularly. Self-concept and cultural heritage are stressed.

ARIZONA

Rock Point Bilingual Project
Rock Point School, Inc.
Contact: Paul Rosier, Project Director
Rock Point School
CHINLE, ARIZONA 86503
(602) 781-4256

Navajo. Grades: K-2, 8 classes, 229 students; staff of 6 professionals, 2 paraprofessionals. One school: Rock Point Bilingual School. Second funding year.

This program emphasizes the maintenance of Navajo and the development of English until competence is achieved in both languages. Cultural heritage and positive self-concept development are stressed. Teacher training and the continuity of the teachers' college classroom training are vital program components.

Rough Rock Demonstration School
Private Contract
Contact: Dr. E. Roby Leighton, Project Director
Rough Rock Demonstration School
CHINLE, ARIZONA 86503
(602) 781-6283

Navajo. Grades 1-12, Adult Education; 30 classes, 480 students; staff of 26 professionals, 44 paraprofessionals. Two schools: Rough Rock Demonstration School and Katsillie School (in process of establishment). Third funding year.

Students in this two-school project are in a continuous progress program which emphasizes development of sequential strands in TESOL with evaluation by criteria assessment of performance by students. Math, Navajo Language, Reading, Business English and Social Sciences are being set up in major instructional strands so that all students can take advantage of the evaluation system which makes it possible for them to proceed at their own rates of competence.

Douglas Bilingual Bicultural Program Title VII
Douglas School District Number 27
Contact: Rojelio Sainz, Project Director
P. O. Box 1237
DOUGLAS, ARIZONA 85607
(602) 364-9401

Spanish (Mexican American). Grades K-1, 7 classes, 224 students; staff of 7 professionals, 7 paraprofessionals. One school: Sarah Marley. Second funding year.

The major purpose of this program is the development of the language process in English and Spanish. Enhancement of the child's self-concept and his knowledge of the Mexican American cultural heritage is stressed. Community aides are used to develop parent and community involvement. Bilingual teachers, aides, and barrio representatives meet in in-service programs to plan curriculum guides and to insure that community needs are met.

Nogales Elementary Bilingual Project
Nogales Public Schools
Contact: Hamon Watson, Project Director
402 Martinez Street
NOGALES, ARIZONA 85621
(602) 287-3852

Spanish (Mexican American). Grades K-4, 14 classes, 368 students; staff of 13 professionals, 13 paraprofessionals. One school: Elm Street School. Fourth funding year.

The goal of this program is to enable students to become functionally bilingual and bicultural in the Mexican American and Anglo American cultures. The program is predicated on the theory that the learner's home language and culture are the tools he uses to first interact with and describe his world. The additive, continuing progress model in education is followed, therefore, with the child's early training in his home language and gradual introduction to the second language. Other features: bilingual classrooms, pre-service and in-service education programs for teachers and aides, parent/community involvement, a cross-age "Language Skill Development" program.

Phoenix Union High School Bilingual Program
Phoenix Union District
Contact: María Luisa Vega, Project Director
512 East VanBuren
PHOENIX, ARIZONA 85006
(602) 258-6581 Ext. 223

Spanish (Mexican American). Grades: 9-12, 47 classes, 386 students; staff of 11 professionals, 94 paraprofessionals. One school: Phoenix Union High. Fourth funding year.

The emphasis of this program is to create a secure self-concept in each student through individualized classroom instruction, development of proficiency in Spanish and English, and instruction in subjects relevant to the students. Home visitations have proved helpful in creating a positive parent/community relationship. These visitations are made by mothers in the community who are teachers' aides. They visit and praise or encourage the mothers of passing as well as failing students.

Individualizing Bilingual, Bicultural Instruction
Wilson Elementary School District #7
Contact: Servando B. Carrillo, Project Director
2411 East Buckeye Road
PHOENIX, ARIZONA 85034
(602) 273-1333

Spanish (Mexican American). Grades: 1-4, 13 classes, 275 students; staff of 13 professionals, 8 paraprofessionals. One school: Hawkins School. Fourth funding year.

The primary thrust of this program is the development of English and Spanish language arts. Team teaching is used in the primary grades. Teacher aides, volunteer parents, student helpers, and university students work with the teachers in an effort toward individualizing instruction and meeting the needs of each student.

Somerton Bilingual-Bicultural Project
Somerton School District #11
Contact: Mrs. Lydia L. Swengel, Project Director
P. O. Bin E
SOMERTON, ARIZONA 85350
(602) 627-2442

Spanish (Mexican American). Grades: K-2, 6 classes, 180 students; staff of 6 professionals, 6 1/2 paraprofessionals. One school: Somerton. Third funding year.

The program emphasizes the development of self-concept and comprehension through the language arts in English and Spanish, particularly stressing ESL in this 80% Spanish speaking district. Each child is encouraged to develop comprehension in his home language while adding a second language. Special aids include Spanish classes for teachers and aides, and ESL television classes followed by individualized instruction periods.

Bilingual-Bicultural Project
Tucson School District No. 1
Contact: Edward L. Madrid, Project Director
1010 East 10th Street
TUCSON, ARIZONA 85717
(602) 791-6209

Spanish (Mexican American). Grades: Pre-Kindergarten-4, 26 classes, 711 students; staff of 24 professionals, 19 paraprofessionals. Two schools: Drachman Elementary, Mission View. Fourth funding year.

Students in this program are learning to become functionally bilingual in English and Spanish. Children are grouped according to their language proficiency in language arts classes. Grades 1-3 receive one hour of English and one hour of Spanish daily. English reinforced with Spanish is used in other content areas. The home-task scheme is used in pre-kindergarten classes.

Teacher Training in Navajo Bilingual Education
Navajo Area Office, Bureau of Indian Affairs
Contact: Wallace Davis, Project Director
Sanostee School
LITTLE WATER, NEW MEXICO 87420
(505) 723-2401

Navajo. Grades: K-2, 7 classes, 164 students; staff of 3 professionals, 2 paraprofessionals. Two schools: Sanostee, Toadlena. Second funding year.

The project seeks to help the teacher and aide in each classroom with some career development. Materials development consists of collecting existing bilingual materials. Some experience charts have also been produced. Community participation and teacher-training are strongly emphasized.

CALIFORNIA

Portuguese Bilingual Bicultural Project
ABC Unified School District
Contact: Frank J. Ochoa, Project Director
Elliott School
18415 Cortner Avenue
ARTESIA, CALIFORNIA 90701
(213) 860-3311 Ext. 367

Portuguese. Grades: K-6, 3 classes, 137 students; staff of 6 professionals, 8 paraprofessionals. One school: Elliott School. Fourth funding year.

Students are grouped according to a non-graded, continuous progress organizational pattern designed to teach the Portuguese language, as relevant to the Portuguese-Azorian immigrant. Individualized instruction is stressed.

Upper Valley Intercultural Program
Placer County Office of Education
Contact: Armando Ayala, Project Director
1230 High Street
AUBURN, CALIFORNIA 95603
(916) 452-4851

Spanish (Mexican American). Grades: K-2, 7 classes, 210 students; staff of 7 professionals, 7 paraprofessionals. Three schools:

Dixon Unified, Western Placer Unified, Woodland Unified. Second funding year.

This program aims to develop a bilingual-bicultural curriculum based on a socio-linguistic perspective. In all districts the program is designed to reach what has been defined as equal-time and equal treatment patterns for teaching two languages and cultures. Maintenance and transfer teachers and aides whose experiences mesh with those of the community administer the instructional component. Inservice activities focus on adapting the Miami Linguistic MI LIBRO MAGICO Materials to student needs. The program is closely linked with the Schoo of Education and Mexican American Education Personnel Development Program at Sacramento State College.

Area III Valley Intercultural Program
Placer County Office of Education
Contact: Armando Ayala, Project Director
1230 High Street
AUBURN, CALIFORNIA 95603
(916) 885-7031

Spanish (Mexican American). Grades: K-3, 19 classes, 566 students; staff of 19 professionals, 19 paraprofessionals. Seven schools (in 6 districts of 4 counties): McKee Elementary, Winters Primary, Wolfskill, Woodbridge, Esparto Elementary, Elkhorn Village, Smythe Elementary. Third funding year.

This multicounty program emphasizes bilingual bicultural (Spanish and English) education for students and research development in either transfer or maintenance linguistic patterns. Instruction methods include: ESL, SSL, English as medium of instruction, Spanish as medium of instruction, "Preview-Review" models in teaching. Intensive summer pre-service and in-service teacher/aide training programs include methods of Spanish reading instruction, sociolinguistics, bilingual education theory, and culture. Evaluation design of the DVR (criterion reference) test administered in English and Spanish; it measures oral language development in first and second language and social studies verbal and non-verbal performance.

B.I.E.N. (Bilingual Intercultural Educación para Niños)
Bakersfield City School District
Contact: Marguerite Benavides Lewis, Project Director
1300 Baker Street
BAKERSFIELD, CALIFORNIA 93305
(805) 327-3311 Ext. 260

Spanish (Mexican American). Grades: K-2, 15 classes, 428 students; staff of 19 professionals, 18 paraprofessionals. Two schools: Mt. Vernon, Jefferson. First funding year.

This project serves two schools having a large concentration of Spanish-surnamed pupils. The general goal of the reading, math, and social science program will be to use the mother tongue of each target group as the instructional vehicle and to gradually introduce the second language. It is hoped the student whose dominant language is Spanish will develop positive self-concept, appreciation of his heritage, fluency in two languages, and an equal achievement rate with his English speaking counterparts. The English dominant children are encouraged to develop positive self-concept, expanded cultural awareness, and fluency in a second language. In-service teacher training and parent participation are stressed.

Barstow Bilingual Bicultural Project
Barstow Unified School District
Contact: Mrs. Georgebelle S. Jordán, Project Director
Bilingual Office, Montara School
551 South "H" Street
BARSTOW, CALIFORNIA 92311
(714) 256-0611 Ext. 341

Spanish (Mexican American). Grades: K-3, 22 classes, 656 students; staff of 22 paraprofessionals. Four schools: Henderson, Montara, Skyline North, Thomson. Fourth funding year.

The program emphasizes development of Spanish language and self-concept for the Chicano students, and SSL and Mexican American cultural heritage education for the Anglo American students. Spanish is taught two hours per day in each class by 15 aides. Other methods include: bilingual conversation, songs, dances, games, fiestas, reading, writing, food sampling, and parent/community activities.

(BABEL) Bay Area Bilingual Education League
Berkeley Unified School District
Contact: Dr. B. Roberto Cruz, Project Director
1414 Walnut Street
BERKELEY, CALIFORNIA 94709
(415) 644-6154

Spanish (Mexican American), Chinese. Grades: PK-12, 52 classes, 1505 students; staff of 52 professionals, 47 paraprofessionals.

Fifteen schools in 5 Bay Area Districts: Berkeley USD, Jefferson ISD, Jefferson Union High SD (Daly City); Oakland SD, and Richmond School District. Second funding year.

The BABEL project saturates the environment of each of its students with bilingual, bicultural educational experiences. Children are taught in their dominant language while they learn a second language (English, Spanish, Chinese) in integrated classes. BABEL has initiated several bilingual teacher training and post-graduate programs leading to appropriate credentials, and has developed bilingual curriculum guides for grades K-12. Other special features include Master's level programs in Bilingual Audit and Evaluation and Counseling for Bilinguals, a Media Intern Program, and bilingual materials developed for the Spanish and Chinese programs.

Project Amigos
Brentwood Union School District
Contact: Isaac R. Montanez, Project Director
250 First Street
BRENTWOOD, CALIFORNIA 94513
(415) 634-3343

Spanish (Mexican American). Grades: 3-5, 3 classes, 92 students; staff of 3 professionals, 3 paraprofessionals. Two schools: Brentwood Elementary, Garin School. Fourth funding year.

Emphasis of the Amigo project is the development of the self-esteem of each student through a unique "buddy system" which pairs each Anglo child with a Chicano buddy, thereby encouraging bilingual, bicultural learning in work and play. "Buddy Night Potlucks," fiestas, and home visitations by teachers and aides promote parent/community involvement in the program.

Calexico Intercultural Design (CID)
Calexico Unified School District
Contact: Harvey N. Miller, Project Director
Box 792
CALEXICO, CALIFORNIA 92231
(714) 357-1733

Spanish (Mexican American). Grades 7-12, 28 classes, 440 students; staff of 11 professionals, 7 paraprofessionals. Two schools: De Anza Junior High School, Calexico High School. Fourth funding year.

The CID provides bilingual Spanish and English education for its students by stressing LAP's, teacher-oriented Learning Achievement Packages. The program also includes a phase of test-development in an attempt to measure effectively language learning in English and Spanish. At the high school, the unique organization Estudiantina El CID gives the students an opportunity to participate in a Spanish folk singing group.

PROJECT FRONTIER
Sweetwater Union High School District
Contact: Mr. Paul H. Juárez, Project Director
1130 Fifth Avenue
CHULA VISTA, CALIFORNIA 92011
(714) 426-7710

Spanish (Mexican American). Grades: K-12, 52 classes, 1168 students; staff of 41 professionals, 18 paraprofessionals. Five schools: Kimball, Montgomery, Nestor Elementaries; Southwest Junior High, Montgomery High. Fourth funding year.

The four major components of this program include English and Spanish language development, self-concept development, and academic achievement. The program is geared to children of limited English speaking ability who are new arrivals from Mexico or residents of the border area, from low income families. A third group is comprised of English-speaking students who share the area's bilingual bicultural environment. Instruction begins in the child's dominant language and the second language is gradually introduced, Parent/community relations are emphasized.

A Bilingual Approach to Secondary Curriculum Reform
Coachella Valley Joint Union High School District
Contact: Eleanor J. Martin, Project Director
73-333 Shadow Mt. Dr.
PALM DESERT, CALIFORNIA 92260
(714) 346-4541

Spanish (Mexican American). Grades: 9-12, 10 classes, 93 students; staff of 4 professionals, 2 paraprofessionals. One school: Coachella Valley High School. First funding year.

This program gives the student whose English proficiency is limited the opportunity for improved learning experiences, ESL, and normal progress at the secondary level. The English-speaking student may also increase his proficiency in Spanish. Staff-developed tests, workshops, innovative teaching systems and bilingual instruction are used.

A Team Approach to a Bilingual-Bicultural Program
Montebello Unified School District
Contact: James Giles, Project Director
2318 Couts Avenue
COMMERCE, CALIFORNIA 90040
(213) 264-4567

Spanish (Mexican American). Grades: K-4, 37 classes, 1110 students; staff of 41 professionals, 3 paraprofessionals. Three schools: Bandini, Eastmont, Montebello Park. Third funding year.

The aim is for the Spanish-speaking participating pupils to develop a facility equal to or above the mean on the CAT (California Achievement Test) for second, third and fourth grades, and the TOBE (Test of Basic Experiences) for Kindergarten and first grades. English-speaking children are to reach a proficiency in conversational Spanish which allows them to converse in Spanish with their peers; and all children are taught to appreciate and accept each other's social attitudes. The program will be continued into other grades and other district schools, becoming a regular part of the district-wide curriculum. It is hoped that a better understanding of the unique learning patterns of the Mexican American child and the methodology for meeting these patterns will result.

Compton Bilingual Education Plan
Compton Unified School District
Contact: Frank Goodman, Project Director
Thomas Jefferson School
2508 East 133rd Street
COMPTON, CALIFORNIA 90220
(213) 639-4321

Spanish (Mexican American). Grades: K-4, 9 classes, 272 students; staff of 16 professionals, 18 paraprofessionals. One school: Thomas Jefferson. Fourth funding year.

The objectives of this program are to provide English as a Second Language to Mexican children recently arrived from Mexico and Spanish as a second language to Black, Anglo, or Spanish-speaking children. Parent participation in the educational process through curricular planning sessions is emphasized. There is also stress on self-concept development and pride in cultural heritage.

Bilingual Instruction to Improve Educational Opportunities
Cucamonga School District
Contact: Irma Guzmán Wagner, Project Director
8806 Archibald Avenue
CUCAMONGA, CALIFORNIA 91730
(714) 987-5212

Spanish (Mexican American). Grades: 4-6, 6 classes, 168 students; staff of 3 professionals, 3 paraprofessionals. Two schools: Cucamonga Elementary, Los Amigos Intermediate. Third funding year.

The program aims to meet the needs of its bilingual students by teaching curriculum content areas in English and Spanish. At least four subjects per day are taught bilingually, and individualized instruction is available through small groups or audio-visual techniques. Self-concept and cultural heritage are stressed for all students. An important element in the program is continuous staff training, including workshops, and the development of learning packets. Parent/community involvement is encouraged in the area, which is 60% Mexican American and 40% Anglo.

Bilingual-Bicultural Education
El Monte School District
Contact: Robert Rodríguez, Project Director
4020 North Gibson Road
EL MONTE, CALIFORNIA 91731
(213) 444-7781 Ext. 37

Spanish (Mexican American). Grades: K-3, 5 classes, 150 students; staff: not known. Two schools: Shirpser, Wilkerson. Fourth funding year.

All subject areas in this program are taught bilingually in Spanish and English. Classes and staff are integrated on a 50% Anglo, 50% Mexican American basis. The community involvement component centers around the Mexican and United States cultural heritages. The Bilingual-Arts Theater is a unique parent group that presents plays and skits in Spanish and English.

Mano a Mano
Mountain View School District
Contact: Emil Crespín, Project Director
2850 Mountain View Road
EL MONTE, CALIFORNIA 91732
(213) 448-9804

Spanish (Mexican American). Grades: K-2, 18 classes, 540 students; staff of 18 professionals, 15 paraprofessionals. Three schools: Maxson, Monte Vista, Parkview. Third funding year.

The goals of the program are the development of fully bilingual students who can progress successfully through the academic setting, and the instituting of a sound bilingual education program in the school district. The most successful aspects of this program have been the fulfillment of Chicano student needs and staff development.

Bilingual Education Project
Escondido Union School District
Contact: Robert Garrow, Project Director
Felicita School
5th and Maple
ESCONDIDO, CALIFORNIA 92025
(714) 747-0112

Spanish (Mexican American). Grades: K-4, 9 classes, 270 students; staff of 9 professionals, 8 paraprofessionals. One school: Felicita. Third funding year.

The goal of this program is to produce bilingual students by grade six. Classes are made up of 50% English-50% Spanish-speaking children. Students begin instruction in their dominant language; after progress is demonstrated, they begin instruction in a second language. Staff members are bilingual, and parent/community relations are excellent.

A 'Model' Bilingual Early Childhood Education Program
Fountain Valley School District
Contact: Robert A. Sanchis, Project Director
Number One Lighthouse Lane
FOUNTAIN VALLEY, CALIFORNIA 92708
(714) 842-6651

Spanish (Mexican American). Grades: Pre-Kindergarten-Kindergarten, 4 classes, 120 students; staff of 5 professionals, 3 paraprofessionals. Two schools: La Escuela Colonia Juárez, Hisamatsu Tamura School. Third funding year.

The emphasis in this program for pre-schoolers is on healthy self-concept development for both Mexican American and Anglo children. Bilingual and bicultural education is stressed for children and adults in Colonia Juárez, a Mexican American colony

in Fountain Valley, as the program is involved extensively with the community. Any family with a child in the program must be involved in the schools as a cooperative venture.

Bilingual-Bicultural Title VII Project
Fresno City Unified School District
Contact: Dr. Harry C. Allison, Project Director
2348 Mariposa Street
FRESNO, CALIFORNIA 93721
(209) 224-4331

Spanish (Mexican American). Grades: K-3, 8 classes, 228 students; staff of 3 professionals, 6 paraprofessionals. One school: Winchell. Fourth funding year.

The goals of this program are that participants will gain functional mastery of English and Spanish and will achieve academically at national norm levels by the end of the fifth year of the project. Parents participate in parent education activities to enhance their knowledge about their children's educational progress. In the Learning How to Learn component the learner sees a problem, makes a hypothesis about its solution, and tests his hypothesis by direct performance or evaluation of another child's performance. A teacher-training component is also stressed by the program.

California State University, Fullerton Bilingual-Bicultural Education Program
California State University, Fullerton
Contact: Américo López-Rodríguez, Project Director
California State University, Fullerton
FULLERTON, CALIFORNIA 92634
(714) 870-3235

Spanish (Mexican American). Grades: (All) Teacher training; Staff of 4 professionals. Three school districts: El Rancho, Los Nietos Elementary, Montebello Unified. Fourth funding year.

California State University, Fullerton Bilingual-Bicultural Education Program was funded to offer teacher training services to the school districts of El Rancho Unified, Los Nietos Elementary, and Montebello Unified. Another Component of the project is to develop materials relevant to the education of the Spanish-speaking children and to all of the children of Chicano heritage.

Communicating and Learning Bilingually
Fresno County Department of Education
Contact: Harriett Jowett, Project Director
2314 Mariposa Street
FRESNO, CALIFORNIA 93721
(209) 488-3288

Spanish (Mexican American). Grades: K-4, 16 classes, 1329 students; staff of 18 professionals, 17 paraprofessionals. Four schools: Parlier-Tuolumne, Teague Elementary, Coalinga Unified, Huron. Fourth funding year.

This project is designed to increase the academic achievement level of Spanish-speaking and non-Spanish-speaking children. The initial focus is upon language development and the process of learning how to learn. Stress is on the development of two linguistic systems, perceptual skills, and self-concept. Since the program includes many children from rural, low-income, Spanish-speaking families, it offers an ESL component as well as Spanish as a native or foreign language.

Gilroy Coordinate Bilingual Program
Gilroy Unified School District
Contact: Dave Downing, Project Director
7663 Church Street
GILROY, CALIFORNIA 95020
(408) 842-5618

Spanish (Mexican American). Grades: K-2, 3 classes, 85 students; staff of 3 professionals, 3 paraprofessionals. One school: Eliot. Third funding year.

This program is designed to maximize first and second language development in a "natural" environment. Gains have been made in English and Spanish language learning and in an open and democratic attitude of the pupils toward both ethnolinguistic groups.

Gonzáles ESL/Bilingual Project
Gonzáles Union High School District
Contact: Joseph P. Licano, Project Director
P. O. Box 218
GONZALES, CALIFORNIA 93926
(408) 675-3666

Spanish (Mexican American). Grades: 9-12, 16 classes, 300 students; staff of 7 professionals, 5 paraprofessionals. One school: Gonzáles Union High. Fourth funding year.

The overall object of this program is to provide an opportunity for students to improve their acquisition of English and Spanish through special language classes and core curriculum courses taught bilingually. A supportive environment is provided for the non-English speaker to prevent academic retardation. Self-concept development is vital. A parent advisory council meets at least once every six weeks to review the progress of the program, discuss policy, and make recommendations. Pre-service and in-service workshops are held periodically throughout the year.

Double Bilingual-Bicultural Program
Hayward Unified School District
Contact: Ronald L. Sousa, Project Director
P. O. Box 5000
HAYWARD, CALIFORNIA 94544
(415) 538-6100 Ext. 388

Spanish (Mexican American), Portuguese. Grades: PK-Ungraded Primary. 12 classes (10 Spanish, 2 Portuguese), 315 students; staff of 12 professionals, 12 paraprofessionals. Seven schools (6 with Spanish programs): Bowman, Burbank, Cherryland, John Muir, Sequoia, Shepherd, and one with Portuguese programs: Markham. First funding year.

This program offers bilingual instruction through the third grade, using bilingual resource materials. A Portuguese Reading Readiness Program and a language experience Spanish Reading Program are being developed.. In-service programs and an extension course at California State University are staff development components. Parent/community involvement is stimulated by parent classroom volunteers, as well as a bilingual Christmas Program and Luncheon.

Bilingual Education Project
Healdsburg Union Elementary School District
Contact: John S. Kateley, Project Director
304 Center Street
HEALDSBURG, CALIFORNIA 95448
(707) 433-5571

Spanish (Mexican American). Grades: 1-4, 4 classes, 100 students; staff of 4 professionals, 3 paraprofessionals. Two schools: Fitch Mountain, Healdsburg Elementary. Fourth funding year.

This program is designed to improve the functional use of the English language for its students of Mexican American ethnic background, and to improve the self-image of its one hundred Anglo and Mexican American students. Instruction is given in English and Spanish.

Project Hacer Vida
Riverside County Schools
Contact: Fernando R. Worrell, Project Director
46-209 Oasis Street, Room 404
INDIO, CALIFORNIA 92201
(714) 347-8511 Ext. 317

Spanish (Mexican American). Grades: 1-3, 17 classes, 453 students; staff of 17 professionals, 25 paraprofessionals. Eight schools (in five school districts): Peter Pendleton, Palm View, Jackson, Mecca, Oasis, John Kelley, Westside. Third funding year.

Improved bilingual (English-Spanish) verbal communication and literacy are stressed by this program. A desired aim is to develop students with sufficient bicultural appreciation to function as close to their intrinsic potential as possible. In-service training programs for teachers, development of materials (e.g., a criterion-reference test) parent/community involvement and curriculum guide planning are important features.

King City ESL/Bilingual Project
King City Joint Union High School District
Contact: Joaquín Chávez, Project Director
720 Broadway
KING CITY, CALIFORNIA 93930
(408) 385-5461

Spanish (Mexican American). Grades: 9-12, 22 classes, 130 students; staff of 4 professionals. One school: King City High School. Third funding year.

The aim of this project is the removal of the language barrier, and the enabling of its students to function proficiently in two languages. The program also attempts to meet the educational, social, and personal needs of the students, and to that end provides knowledge that is relevant and immediately useful to each student.

Project BUENO
Hacienda La Puente Unified School District
Contact: Mrs. Juanita Cirilo, Project Director
15959 East Gale Avenue
LA PUENTE, CALIFORNIA 91744
(213) 333-2201 Ext. 358

Spanish (Mexican American). Grades: K-6, 57 classes, 1588 students; staff of 59 professionals, 50 paraprofessionals. Five schools: Lassalette, Nelson, Workman, Willow and St. Joseph. Fourth funding year.

The goals of this program include the development of functional bilingualism in English and Spanish for all students involved in the project and the maintenance of positive self-concepts through understanding and pride in two cultural heritages. Since 98% of the program's teachers are monolingual English speakers, instructional aides share a significant part in instruction and materials development.

Bilingual Schools Program
Los Angeles City Unified School District
Contact: Ramiro García, Project Director
1200 North Cornwell Street
LOS ANGELES, CALIFORNIA 90033
(213) 223-3354 or 223-3355

Spanish (Mexican American). Grades: PK-3, 61 classes, 1791 students; staff of 61 professionals, 45 paraprofessionals. Five schools: Bridge Street, City Terrace, Huntington, Second Street, San Antonio de Padua. Third funding year.

The project aim is to provide individualized bilingual instruction for the students in multi-ethnic classrooms. The program is 100% bilingually staffed, and emphasizes the concurrent use of both Spanish and English as languages of instruction in content areas. There is separate use of Spanish and English in a dual reading program, and the pupil's dominant language is used to teach the second language.

Castelar Bilingual Education Program
Los Angeles Unified School District
Contact: Doris Wong, Project Director
Castelar School, 850 Yale Street
LOS ANGELES, CALIFORNIA 90012
(213) 626-3674

Chinese, Spanish (Mexican American). Grades: K-1, 8 classes, 233 students; staff of 11 professionals, 9 paraprofessionals. One school: Castelar Elementary. Second funding year.

Oral language proficiency in both languages is assessed through a project-developed instrument; in teaching in content areas orally, Chinese, Spanish, and English are used concurrently. Staffs from the universities work with the program teachers to create, develop and modify language lessons in Chinese and English and bilingual materials in the subject matter areas of reading, writing, social studies, math, art, and music. Beginning Conversational Chinese and Spanish classes are offered to all teachers on the staff and from neighboring schools. Teachers and aides attend summer in-service training programs and monthly meetings. Community leadership training is activity of the Parent Studies Group; there are also a Bilingual Advisory Board and a School Advisory Committee.

Los Nietos School District Bilingual Bicultural Education Project
Los Nietos School District
Contact: Leo E. Grijalva, Project Director
11120 Broaded Street
SANTE FE SPRINGS, CALIFORNIA 90670
(213) 698-9851

Spanish (Mexican American). Grades: PK-1, 13 classes, 330 students; staff of 18 professionals, 17 paraprofessionals. Six schools: Aeolian, Los Nietos, Ada S. Nelson, Rancho Santa Gertrudes, Child Development Center, Wallace S. Wiggins. Fourth funding year.

This pre-school and first grade program aims to provide the three and four-year old with specifically designed bilingual education facilities. In-service training for teachers and aides is extensive, and materials development (especially curriculum guides) is an important factor in attaining this goal. Parents meet for socials, as well as being involved in the classroom, and fund-raising projects enhance parent/community relations.

Bilingual Instruction for Spanish-Speaking Pupils
Marysville Joint Unified School District
Contact: Felipe E. Lozano, Project Director
504 "J" Street, Del Monte Square
MARYSVILLE, CALIFORNIA 95901
(916) 743-9267

Spanish (Mexican American). Grades: PK-6, 15 classes, 389 students; staff of 15 professionals, 17 paraprofessionals. Six

schools: Walter Kynoch, Cedar Lane, Alicia, Marysville Preschool, Linda Preschool, Olivehurst Preschool. Fifth funding year.

This project has as its goal the improvement of the native language strengths of the Spanish-speaking pupils, and offers English as a second language. All classes are taught in English and Spanish by a bilingual, bicultural staff. The English-speaking child is provided the opportunity to learn Spanish at an early age and self-concept development is encouraged for all students. Parent/community approval is evident, and involvement is cultivated. Evaluation devices have been formulated to measure the program's effectiveness.

Bilingual Children's Television (BC/TV)
Berkeley Unified School District
Contact: Dr. René Cárdenas, Project Director
Ordway Building, Suite 2350
2150 Valdez Street
OAKLAND, CALIFORNIA 94612
(415) 839-5678

Spanish. Grades: PK; staff of 40 professionals, 20 paraprofessionals. Nationally-oriented project. Second funding year.

Bilingual Children's Television is a national television program designed for Spanish-speaking children, and with a bilingual/bicultural thrust in the nature of the project. Funds have been allocated to research and implement a national television effort celebrating the distinct advantages of a bilingual approach to education. Field Services activities include making visitations to major school districts in the country eliciting their support and advocacy for the project. The project will be characterized by a distinct effort to reinforce the Spanish-speaking child, while teaching the monolingual child the use of the Spanish language. Development of non-broadcast materials, teacher manuals and learning accouterments necessary to the expansion of the project both in the home, school, and community, are envisioned.

Orange Bilingual-Bicultural Project
Orange Unified School District
Contact: Art Muñoz, Project Director
370 North Glassell Street
ORANGE, CALIFORNIA 92666
(714) 532-3301 Ext. 60

Spanish (Mexican American). Grades: 7-10, 8 classes, 192 students; staff of 5 professionals, 5 paraprofessionals. Four schools: McPherson and Portolá Junior High Schools, Orange and El Modena High Schools. Third funding year.

This program's development is in the areas of English, Spanish, and Social Studies for the non-Spanish-speaking Anglo students and the non-English-speaking Mexican American students. The main efforts of the project are to individualize instruction in the three academic areas within the self-contained classroom and to encourage meaningful community and parent participation.

Project Esperanza
Oxnard Union High School District
Contact: Madeline Miedema, Project Director
309 South "K" Street
OXNARD, CALIFORNIA 93030
(805) 486-2636

Spanish (Mexican American). Grade: 9; 26 classes, 500 students; staff of 25 professionals, 8 paraprofessionals, 25 student aides. Two schools: Oxnard, Channel Island High School. First funding year.

Five-year objectives are proficiency in the second language, understanding and appreciation of the culture of Mexico and the Southwest, and graduation at the end of four years of study. Students can choose to study their second culture half of the time. Teachers are trained to teach bilingually in a system of modified flexible scheduling with individualized instruction and team teaching; and they are developing a bilingual, multicultural core curriculum for district-wide implementation.

Bilingual Leadership Through Speech and Drama
Pomona Unified School District
Contact: Ken Noonan, Project Director
800 South Garey Avenue
POMONA, CALIFORNIA 91766
(714) 623-5251 Ext. 328

Spanish (Mexican American). Grades: 7-9, 10 classes, 342 students; staff of 5 professionals, 8 paraprofessionals. Two schools: Simons, Fremont. Fourth funding year.

The leadership potential of the 342 students in this program of bilingual and monolingual students is stressed by a multicultural setting, speech, drama, parliamentary procedures, role playing, language development, cultural heritage and involvement in social and political affairs. Student participation in student government, school activities, and community activities has increased, as has parental involvement in the program. Campus violence has decreased, especially the participation of students in the bilingual program, and the effort at developing positive attitudes is proving to be of some effect.

Bilingual Bicultural Education Para los Estudiantes de El Rancho
El Rancho Unified School District
Contact: Benjamin J. Crespín, Project Director
5211 South Passons Boulevard
PICO RIVERA, CALIFORNIA 90660
(213) 692-0551

Spanish (Mexican American). Grades: K-4, 11 classes, 330 students; staff of 22 professionals, 12 paraprofessionals. Two schools: South Ranchito, North Ranchito. Third funding year.

The primary thrust of this bilingual, bicultural program is to develop a curriculum in Spanish and English for all students in the project, and eventually for the entire El Rancho Unified School District. The program develops teaching materials and encourages bilingual-bicultural education as a vocation; bilingual aides are trained and encouraged to pursue higher education.

Pilot Bilingual Program
Redwood City School District
Contact: Kenneth G. Woody, Project Director
815 Allerton Street
REDWOOD CITY, CALIFORNIA 94063
(415) 365-1550

Spanish (Mexican American). Grades: K-4, 5 classes, 150 students; staff of 5 professionals, 5 paraprofessionals. One school: Garfield. Fourth funding year.

The pilot bilingual program of the Redwood district has been designed to provide a three-phase approach toward producing a bilingual, bicultural student. Target classes consist of 30 students each: 20 with Spanish as their dominant language and

10 with English as their dominant language. Instruction includes development of dominant and second language skills in reading, writing, and speaking; development of academic skills in the mother tongue; and development of social science skills in both languages. Individual learning modules and micro-teaching techniques are used. Special features include: materials acquisition and development, inservice training, community/parent involvement and development of specific performance objectives for each component.

Project Unidos
Riverside County Schools
Contact: David Bazán, Project Director
4016 Lemon, P. O. Box 868
RIVERSIDE, CALIFORNIA 92502
(714) 787-2507

Spanish (Mexican American). Grades: K-3, 7-9; 26 classes, 780 students; staff of 27 professionals, 37 paraprofessionals. Nine schools in five districts: Riverside USD, Corona-Norco USD, Alvord USD, Elsinore Union SD, Perris Elementary SD. Third funding year.

Academic areas taught bilingually include Language Arts, Mathematics, Science, and Social Studies. The program is designed for the child whose native language is Spanish, and who has a limited English-speaking ability. Children whose dominant language is English learn a second language if they wish. Teacher-aide teams attend pre-service and monthly in-service training sessions; all are bilingual. Primary objectives are to utilize the dominant language to advance educational competence, improve self-concept by strengthening intellectual capacity and engendering cultural pride, develop proficiency in the English language, preserve and extend the use of the native language, produce higher community participation, and develop a bilingual population with a wide variety of knowledges, skills and attitudes.

Bilingual/Bicultural Education Program
Rowland Unified School District
Contact: Thomas A. Casso, Project Director
1830 Nogales Street
ROWLAND HEIGHTS, CALIFORNIA
(213) 965-3404

Spanish (Mexican American). Grades: K-2, 6 classes, 180 students; staff of 10 professionals, 6 paraprofessionals. Two schools: Northam, Villacorta. Third funding year.

This program aims to develop language skills, linguistic competence, and communication capabilities first in the child's dominant language and then in the second language. The promotion of positive self-concept, pride in cultural heritage, and potential for academic success is stressed. Parent participation is encouraged and the development of a bilingual, bicultural teaching staff is progressing.

Early Childhood Bilingual Education Program
Sacramento City Unified School District
Contact: David L. Martínez, Project Director
2930 21st Avenue
SACRAMENTO, CALIFORNIA 95820
(916) 455-3060

Spanish (Mexican American), Chinese. Grades: PK-4, 14 classes, 380 students; staff of 14 professionals, 14 paraprofessionals. Two schools: Ethel Phillips, William Land. Fourth funding year.

In the Ethel Phillips program, all subjects are taught in Spanish and English. A grade is added each year. Curriculum guides and study units have been developed by classroom teachers in the Spanish program to help new personnel or non-bilingual teachers. The William Land program instructs all students in Chinese at the pre-school and Kindergarten levels; this is its initial funding year.

Early Childhood Bilingual Education Program: Asian Bilingual Bicultural Component
Sacramento City Unified School District, Component "B"
Contact: William D. Whiteneck, Project Director
1619 "N" Street
SACRAMENTO, CALIFORNIA 95814
(916) 444-6060 Ext. 244

Chinese. Grades: PK-6, 13 classes, 392 students; staff of 2 professionals, 3 paraprofessionals. One school: William Land. Planning Project.

The objectives of this planning project are to review Chinese curricula currently being developed and utilized, and bilingual methods of classroom instruction in the area; identify a hierarchy of reading and math skills for each placement level (K-3) and correlate each to both English and Chinese; develop an appropriate classroom management technique; and begin developing

criterion referenced materials. Materials are field tested, resource persons identified, and a staff-parent-community training program is being implemented.

Project Bilingual Education: Adelante!
St. Helena Unified School District
Contact: Richard G. Roche, Project Director
965 Main Street
ST. HELENA, CALIFORNIA 94574
(707) 963-2708

Spanish (Mexican American). Grades: 9-12, 5 classes, 90 students; staff of 2 professionals, 1 paraprofessional. One school: St. Helena. Fourth funding year.

This program emphasizes bilingual, bicultural experiences for its participating students through a high school curriculum which includes Spanish for the Spanish-speaker, ESL, Math in Spanish, Hispanic heritage, an individualized tutorial, and Folk Arts. The Folk Arts course has been most successful in bringing Anglo students into the project.

Project Esperanza
Salinas City School District
Contact: August Caresani, Project Director
431 West Alisal Street
SALINAS, CALIFORNIA 93901
(408) 422-4703

Spanish (Mexican American). Grades: PK-1, 10 classes, 240 students; staff of 16 professionals, 8 paraprofessionals. Two schools: Roosevelt, Sherwood. First funding year.

Project Esperanza is a bilingual program for disadvantaged Mexican American students. Its goal is to develop fully bilingual individuals who can progress academically and socially. Methods include: in-service, staff training, utilization and adaptation of existing materials, employment of bilingual teachers; and emphasis on strong parent/community involvement.

Title VII - Bilingual/Bicultural Project
San Bernardino City Unified School District
Contact: Peter M. Hernández, Project Director
799 "F" Street
SAN BERNARDINO, CALIFORNIA 92410
(714) 885-4431 Ext. 207

Spanish (Mexican American). Grade: K; 7 classes, 210 students; staff of 7 professionals, 7 paraprofessionals. One school: Riley. First funding year.

Three major areas are emphasized in this program: individualized bilingual instruction from teachers, aides, and community parent involvement; language development program emphasizing natural language learning through interaction of children and adult speakers of both languages; and a culturally democratic curriculum designed to emphasize self-concept development through small bicultural learning packets.

Bilingual-Cultural Exchange Project (B.I.C.E.P.)
San Bernardino County Schools
Contact: W. James Coleman, Project Director
172 West 3rd Street
SAN BERNARDINO, CALIFORNIA 92401
(714) 383-1482

Spanish (Mexican American). Grades: K-6, 21 classes, 630 students; staff of 24 professionals, 6 paraprofessionals. Three schools: Chino, Colton, San Bernardino City Unified. Third funding year.

BICEP is a Spanish-English program designed to bring human and material resources to its children to help them grow emotionally, socially, and intellectually in a bilingual open-classroom environment. The curriculum is individualized, with teachers and community volunteers serving primarily as facilitators. A child-written bilingual magazine "Dos Ways" has been produced, and a number of open-ended student-oriented materials are being developed.

Regional Project Office
San Bernardino County Schools
Contact: Dr. Charles H. Herbert, Jr., Project Director
505 North Arrowhead Avenue, Suite 306
SAN BERNARDINO, CALIFORNIA 92401
(714) 383-1682

Spanish (Mexican American). Grades: Elementary. Four schools: San Bernardino City Unified, Salinas, Redwood City, Pajaro Valley. Second funding year.

This Regional Project Office currently serves as consultant for school districts engaged in developing a Spanish language ele-

mentary grade curriculum in the areas of Spanish Language Arts, Social Studies, Math, and Health Sciences. To that end, the office has developed, with the districts, appropriate lesson content and process, including peer teaching, small group learning, natural language development. Video tape programs for teacher training, teachers' manuals, workbooks, and cognitive growth skills kits are among the variety of materials sent nationally to bilingual education programs.

Materials Acquisition Project
San Diego Unified School District
Contact: Rafael M. Fernández, Project Director
2950 National Avenue
SAN DIEGO, CALIFORNIA 92113
(714) 232-6864

Spanish, Portuguese. Staff of 4 professionals, 10 paraprofessionals. National Resource Project. Third funding year.

This is a materials acquisition program providing support to all other Title VII ESEA programs. It offers Spanish and Portuguese bilingual education information and materials including: audio tapes, textbooks, supplementary materials, recordings, slides, field-test materials, evaluative materials, bibliographical textbook data and sample lesson plans.

Chinese Bilingual Pilot Project
San Francisco Unified School District
Contact: Victor Low, Project Director
950 Clay Street
SAN FRANCISCO, CALIFORNIA 94108
(415) 781-7898

Chinese (Cantonese). Grades: 1-4, 9 classes, 247 students; staff of 23 professionals, 25 paraprofessionals. Three schools: Commodore Stockton, Patrick Henry, St. Mary's. Fourth funding year.

This program emphasizes bicultural social studies units. Team teaching is employed pairing Chinese and non-Chinese teachers; Chinese teachers are responsible for the Chinese component, non-Chinese for the English component. Community aides teach a second language to the parents in the program.

Project to Advance Cultural Opportunities (PACO)
San Francisco Unified School District
Contact: Miguel Muto, Project Director
135 Van Ness Avenue
SAN FRANCISCO, CALIFORNIA 94102
(415) 863-4680

Spanish (Mexican American). Grades: K-4, 13 classes, 308 students; staff of 19 professionals, 15 paraprofessionals. Five schools: Buena Vista, Marshall, Starr King, Patrick Henry, Private School. Third funding year.

The target group is 50% each, Spanish and English-dominant pupils. The instructional program includes ESL, SSL reading, writing, and arithmetic in both languages. An appreciation of the second culture is being developed, and emphasizes the various Latin American and Spanish heritage of San Francisco. A model bilingual program is being developed which can be expanded and generalized to serve many students. Rotating classroom libraries of bilingual books are also circulated for home use. Parents, as well as teachers, attend workshops and a Bilingual Advisory Committee gives support and counsel. In-service programs for paraprofessionals are offered with the cooperation of Community College.

Project Anglo-Latino
Alum Rock Union School District
Contact: Patricio L. Calderón, Project Director
3485 East Hills Drive
SAN JOSE, CALIFORNIA 95127
(408) 258-2803 Ext. 210

Spanish (Mexican American). Grades: K-3, 7 classes, 224 students; staff of 4 professionals, 11 paraprofessionals. One school: Richard E. Conniff Elementary. Third funding year.

This bilingual program's most successful feature has been the use of bilingual aides to complement a staff which includes monolingual teachers. The program has developed its own curriculum and testing guides. It enjoys success in the community and complete support from the total staff at Conniff School. The program director has formed a fifth grade Mexican Folk Dancing group which performs in the Bay area.

Spanish Dame Bilingual Bicultural Education Project
Santa Clara County Office of Education
Contact: Mrs. Toni Micotti, Project Director
San Antonio School Module
1855 East San Antonio Street
SAN JOSE, CALIFORNIA 95110
(408) 259-1248

Spanish (Mexican American). Grades: PK-2, 15 classes, 162 students; staff of 4 professionals, 12 paraprofessionals. Pre-School (Home Intervention) serving three target area schools within the Alum Rock School District: Mayfair, San Antonio, and Conniff. Thirteenth funding year.

The primary thrust is the training of paraprofessionals from the immediate community. Each Home Tutor teaches five children (3-4 year olds) on a daily basis in alternate homes where Project mothers also become involved in the teaching. A bilingual curriculum has been developed which provides the children with cognitive abilities as well as language development. Children with this pre-school experience enter bilingual classes at the schools. A successful model for training paraprofessionals has been devised.

Media Research and Evaluation Center
San Ysidro School District
Contact: Robert Colegrove, Project Director
171 Smythe Avenue
SAN YSIDRO, CALIFORNIA 92073
(714) 428-4476

Spanish (Mexican American). Grades: PK-6, 101 classes, 2469 students; staff of 73 professionals, 79 paraprofessionals. Four schools: Beyer, Smythe, Sunset, Willow. First funding year.

This entire school district is committed to a total bilingual education program involving all district personnel. The program functions as a center for media research and evaluation: developing curriculum materials in Spanish and English, testing criteria, and methods designed to increase parent/community involvement.

Bilingual Education Program
Sanger Unified School District
Contact: Henry Vásquez, Project Director
1801 7th Street
SANGER, CALIFORNIA 93657
(209) 875-6525

Spanish (Mexican American). Grades: K-3, 4 classes, 119 students; staff of 4 professionals, 4 paraprofessionals. One school: Wilson Elementary. Fourth funding year.

Functional mastery of both Spanish and English by program participants is the five-year long range goal of this project. Bicultural learning experiences and self-concept development are also stressed. Workshops and teacher-training programs are used and teachers participate in formulating and updating curriculum guides.

Bilingual Bicultural Education Program
Santa Ana Unified School District
Contact: Leo S. Cardona, Project Director
1405 French Street
SANTA ANA, CALIFORNIA 92701
(714) 542-6211

Spanish (Mexican American). Grades: PK-2, 25 classes, 670 students; staff of 27 professionals, 18 paraprofessionals. Three schools: Fremont, Monroe, Muir. Fourth funding year.

The creating of functionally bilingual and bicultural students is the goal of this program. The instructional program has three components: a) Language Arts (Spanish and English), (b) Content - which uses each of the two languages as a medium of instruction and, (c) Social living - which stresses the child's bicultural development. An adult representative from the child's home accompanies the child to school two days a week to observe teaching techniques and to receive bilingual instruction. This district has produced a documentary film illustrating its program.

Santa Barbara County Bilingual Project
Santa Barbara County Schools Office
Contact: Susan T. Flores
4400 Cathedral Oaks Road
SANTA BARBARA, CALIFORNIA 93111
(805) 964-4711

Spanish (Mexican American). Grades: K-4, 5 classes, 125 students; staff of 5 professionals, 5 paraprofessionals. Three schools: Guadalupe, Carpinteria (1969-1972), Vista del Mar (1969-1972). Fourth funding year.

The goal of this program is to insure student success by developing positive self-concept in bilingual, bicultural students. Biliteracy for students whose first language is Spanish is stressed. Programs for Spanish-speaking, English-speaking, and bilingual students have been developed sequentially, in addition to skills checklists; effective materials are identified in each curriculum area, and a model for bilingual program which can be replicated at minimum district expense has been developed.

Bilingual-Bicultural Title VII Project
Santa Paula School District
Contact: Joe Bravo, Jr., Project Director
P. O. Box 710
SANTA PAULA, CALIFORNIA 93060
(805) 525-2182 Ext. 238

Spanish (Mexican American). Grades: K-2, 7-8, 31 classes, 930 students; staff of 27 professionals, 20 paraprofessionals. Six schools: Grace Thille, Bedell, Glen City, McKevett, Portal, Isbell Junior High. Fourth funding year.

The primary thrust of the K-2 program is the development of bilingual reading skills. The junior high school program is a bicultural unit introducing historical, political, and gastronomical factors. Other bicultural programs are being developed for implementation in grades K-3, 4-6, and 7-8.

A Demonstration Bilingual-Bicultural Project
Stockton Unified School District
Contact: Ricardo Valenzuela, Project Director
701 North Madison Street
STOCKTON, CALIFORNIA 95202
(209) 466-3911 Ext. 293

Spanish (Mexican American). Grades: K-6, 35 classes, 1000 students; staff of 36 professionals, 7 paraprofessionals. Two schools: Washington, Taylor. Fifth funding year.

The creation of bilingual, multicultural children with positive self-concepts is a goal of this program. Oral language development is reinforced through activities; reading in Spanish is taught by the phonics and experience approach, and the English by the diagnostic approach. Workshops are held for teachers and aides. A parent task force helps the program maintain the desires of the community.

National Multilingual Assessment Program
Stockton Unified School District
Contact: Joe R. Ulibarrí, Project Director
1111 North El Dorado
STOCKTON, CALIFORNIA 95202
(209) 463-4648

All Project languages. Staff of 2 professionals, 10 paraprofessionals. National project; Model sites in New York, Texas, New Mexico, California and Colorado. Second funding year.

The major objective of the program is to establish direction toward providing answers related to the assessment of bilingual children; primary goals are, therefore, under three headings: Assessment, Pupil Placement, and Teacher Training. In the area of assessment, tests are appraised, there is a model assessment procedure, pilots at model sites, and workshops and training sessions. Guidelines are formulated to aid local school districts in appropriate placement of children in classrooms and curricula commensurate with their learning styles and potentials. The program includes a packet of sociocultural and testing information to enable teachers to teach culturally different children more effectively; teacher training also includes workshops, research findings, and materials to model sites for dissemination to interested school districts.

Ukiah Indian, Mexican-American Bilingual-Bicultural Program
Ukiah Unified School District
Contact: Victoria Kaplan, Project Director
School and Henry Street
UKIAH, CALIFORNIA 95482
(707) 462-8633

Spanish (Mexican American), Pomo Indian. Grades: K-6, 9 classes, 216 students; staff of 11 professionals, 10 paraprofessionals. Five schools: Calpella, Redwood Valley, Yokayo, Nokomis, Frank Zeek. Fourth funding year.

During this program year a major emphasis is the development of curriculum and related texts and teaching aids, especially in the Indian component. Close cooperation and participation by the community have been crucial to the growth and success of the program. Individualized instruction and self-motivating behavior are stressed. Cultural activities include celebrations of holidays, preparation and sampling of foods, experience in native arts, crafts, music and dance, and introduction to the cultural and historical roots of both the Mexican American and Indian cultures.

Bilingual/Bicultural Educational Program
New Haven Unified School District
Contact: Clarence B. Wadleigh, Jr., Project Director
New Haven Unified School District
33480 Western Avenue
UNION CITY, CALIFORNIA 94587
(415) 471-1100

Spanish (Mexican American). Grades: K-12, 26 classes, 699 students; staff of 26 professionals, 20 paraprofessionals.

Five schools: Decoto Primary, El Rancho Verde Primary, Barnard/White Intermediate, Alvarado Junior High, Logan High School. Second funding year.

This program serves an essentially rural district with a 35% Mexican American population. Its goal is to create bilingual, bicultural citizens of the students. The development of each child's potential is stressed. Sensitive teaching, independent learning and diagnostic, prescriptive teaching are encouraged. The program hopes to create a model bilingual, bicultural community.

Allensworth Bilingual-Bicultural Program
Allensworth School District
Contact: Hector Solís, Project Director
202 County Civic Center
VISALIA, CALIFORNIA 93277
(209) 732-5511 Ext. 220

Spanish (Mexican American). Grades: K-4, 8 classes, 23 students; staff of one professional, 2 paraprofessionals. One school: Allensworth District. Fourth funding year.

This program endeavors to help a child achieve and progress to his proper grade level through bilingual instruction. The program serves a rural Black and Chicano population and has stressed the development of parent/community involvement and a positive student self-concept.

Bilingual Education Through Parent/Teacher Teams and Cooperative Programming
Pajaro Valley Unified School District
Contact: Carlos López, Project Director
P. O. Box 630
WATSONVILLE, CALIFORNIA 95076
(408) 722-2751

Spanish (Mexican American). Grades: K-6, 9 classes, 300 students; staff of 17 professionals, 11 paraprofessionals. One school: Radcliffe Elementary. First funding year.

A bilingual, multicultural curriculum that is effective for all children and incorporates a culturally democratic environment and educational opportunites is a prime objective. Spanish-dominant children are provided situations in which they can learn to function effectively in both languages while gaining pride in their heritage, themselves, and their capabilities. The English-dominant child develops the same high level of self-esteem, while acquiring the conversational facility need for peer inter-

action. Grouping is heterogeneous, and peer-group and cross-age tutoring are used in the classroom. Parents participate in parent/teacher teams and receive instruction in helpful methods of extending learning into the home. The approaches developed by the staff are designed to be extended to other district schools.

COLORADO

San Luis Valley Bilingual-Bicultural Program
San Luis Valley Board of Cooperative Services
Contact: Félix García, Project Director
400 Richardson Avenue
P. O. Box 94, Adams State College
ALAMOSA, COLORADO 81101
(303) 589-2536

Spanish (Mexican American). Grades: K-1, 27 classes, 718 students; staff of 34 professionals, 20 paraprofessionals. Nine schools: Center, Monte Vista, Sierra Grande, San Luis, Sanford, La Jara, Romeo, Capulin, Antonito. Second funding year.

The primary thrust of the program is to help children to become proficient in two languages and to insure their positive self-concept and academic success. Both English- and Spanish-speaking children are involved in the curriculum and progress toward a positive identity with their dominant and second-languages, and both cultures.

Project Español e Inglés
Colorado Springs P.S. District 11
Contact: Corpus A. Gallegos, Project Director
924 West Pikes Peak Avenue
COLORADO SPRINGS, COLORADO 80905
(303) 633-2361

Spanish (Mexican American). Grade: K, 1 class, 50 students; staff of 1 professional, 2 paraprofessionals. One school: Washington Elementary. First funding year.

The purpose of this project is to implement bilingual bicultural education in an area which includes a large concentration of children for whom Spanish is the dominant language. Major components of the project include the instructional program, staff development, materials development, community involvement, evaluation, and dissemination. Children develop proficiency in both English and Spanish, a positive self-concept, and awareness of the Mexican American culture.

Project SUN
Southwest Board of Cooperative Services
Contact: Jesús D. Martínez, Project Director
P. O. Drawer 1420
CORTEZ, COLORADO 81321
(303) 565-3838

Spanish (Mexican American), Ute, Navajo. Grades: K-2, 17 classes, 362 students; staff of 18 professionals, 5 paraprofessionals. Five schools: Cortez, Mancas, Egnar, Rico, Dolores, Colorado. Second funding year.

Instruction is conducted in three second-language components: Spanish, Ute, and Navajo; and bicultural development in all areas is stressed by the project. The program develops positive self-concept in its students and provides training both for bilingual and monolingual teachers. Materials development and community participation are emphasized and a Research and Resource Library is staffed by a media specialist. A monthly newsletter (Sunbeam) is published, and a lay Advisory Committee meets regularly.

Primary Bilingual Education
Denver Public Schools
Contact: Lena L. Archuleta, Project Director
Office of Federal Projects
2320 West 4th Avenue
DENVER, COLORADO 80223
(303) 744-3601 Ext. 52

Spanish (Mexican American). Grades: K-3, 8 classes, 217 students; staff of 7 professionals, 6 1/2 paraprofessionals. One school: Elmwood Elementary. Fourth funding year.

Major objectives are for students to develop greater competence in English and Spanish, enhancement of self-concept, cultural development, and helping students profit from academic opportunities. These objectives are being realized through the development and adaptation of materials which present a sequential program geared to the needs of Denver's urban-oriented children. Continuous individual progress is stressed. Personnel is being trained to implement such programs in other schools.

Fort Lupton Bilingual-Bicultural Project
Fort Lupton Schools, Weld County School District, Region 8
Contact: Donald R. Cummins, Project Director
450 South McKinley
FORT LUPTON, COLORADO 80621
(303) 857-2714

Spanish (Mexican American). Grades: Pre K-K, 6 classes, 168 students; staff of 4 professionals, 3 paraprofessionals. One school: Leo William Butler Primary. First funding year.

The major goal of this program is to present children with a strong language program which utilizes the idiom of the child while he is learning standard English and Spanish.

Weld B.O.C.E.S. Bilingual Project
Weld Board of Cooperative Educational Service, County School District Region 5J
Contact: Ernest Andrade, Project Director
Letford Elementary School
616 North Second Street
JOHNSTOWN, COLORADO 80534
(303) 587-4172

Spanish (Mexican American). Grades: Pre K-3, 9 classes, 272 students; staff of 13 professionals, 9 paraprofessionals. One school: Letford Elementary. Third funding year.

This program has equal numbers of Mexican American and Anglo students. It enjoys 70% parent participation and sponsors cultural dances, food preparation, and grandparent folklore sessions in the classroom.

Project Juntos
Arkansas Valley Board of Co-op Education Services
Contact: Mr. Rolando Mans
210 1/2 Santa Fe Avenue
LA JUNTA, COLORADO 81050
(303) 384-2539

Spanish (Mexican American). Grades: K-1, 19 classes, 425 students; staff of 23 professionals, 9 paraprofessionals. Five schools (in 3 districts): East School and New Columbian (La Junta); Washington and Kingergarten Center (Rocky Ford); Manzanola Grade School (Manzanola). Second funding year.

This bilingual program uses audio-lingual approaches to teaching the two languages, and much progress in second language fluency is observable as a result. Staff development in both languages and bilingual instructional methods have been implemented, and parent involvement methods are being instigated.

CONNECTICUT

Bilingual Foundation for School Success
Bridgeport Public Schools
Contact: Tomás Zoilo Miranda, Project Director
Columbus School
275 George Street
BRIDGEPORT, CONNECTICUT 06604
(203) 333-8551 Ext. 748

Spanish (Puerto Rican). Grades: K-1, 18 classes, 500 students; staff of 14 professionals, 12 paraprofessionals. Five schools: Franklin, Waltersville, McKinley, Elias Howe, St. Stephen's. Second funding year.

The goal of this project is to develop readiness in Kindergarten students for the formal learning process, utilizing both the English and Spanish languages. Students are educated biculturally and a complete data file on each child is maintained. Parental involvement is encouraged and staff in-service training is maintained.

Exito
Hartford Board of Education
Contact: Adolfo Jiménez, Project Director
249 High Street
HARTFORD, CONNECTICUT 06103
(203) 566-6038

Spanish (Puerto Rican). Grades: All levels, classes and students - not known; staff - not known. One school: Ann Street School. First funding year.

This program provides comprehensive bilingual educational services to the immediate community from Pre K to adult education. It also provides specialized bilingual services and pilot programs to other schools and educational agencies serving Spanish-speaking students. The community works together through the school.

Bilingual Project
New Haven Board of Education
Contact: Robert Serafino, Project Director
1 State Street
NEW HAVEN, CONNECTICUT 06510
(203) 562-0151 Ext. 1389

Spanish (Mixed). Grades: K-6, 7 classes, 100 students; staff of 4 professionals, 2 paraprofessionals. One school: Woolsey Elementary. Third funding year.

This program is designed to enable Spanish-speaking children to gain a mastery of oral and written English while retaining, increasing, and perfecting their knowledge of their own language and culture. Oral language of the second language, and written and read language in the first are each taught part-day by native and bilingual teachers. Subject areas are taught in the second language from grade two. Project teachers are provided in-service training, which includes the teaching of pilot classes of children not otherwise involved in the project. Parental involvement is encouraged through home visitations by staff members, and through services such as adult basic education courses, tutoring, and informal instruction and counseling.

FLORIDA

Miccosukee Day School Bilingual Education Program
Miccosukee Corporation
Contact: Cyrin F. Maus, Project Director
P. O. Box 44021, Tamiami Station
MIAMI, FLORIDA 33144
(305) 358-9321

Eeleponkee (Miccosukee). Grades: K-6, 2 classes, 42 students; staff of 5 professionals, 4 paraprofessionals. One school: Miccosukee Day School. First funding year.

This program serves children who are 90% monolingual in the Miccosukee Indian language, a unique unwritten language that has been studied by only one linguist. Therefore, the project stresses ESL while trying to maintain Miccosukee, though thwarted in this effort by an intent in the tribe not to divulge the secrets of the language to outsiders; differences in the oral language form occur each generation. There is stress on the transcription of texts in Miccosukee.

Spanish Curricula Development Center
Dade County Public Schools
Contact: Ralph F. Robinett, Project Director
1420 Washington Avenue
MIAMI BEACH, FLORIDA 33139
(305) 531-4821

Spanish. Grades: 1-2, approximately 200 classes, approximately 8000 students; staff of 24 professionals, 32 paraprofessionals. Nationally oriented project. Third funding year.

This Project develops materials at the primary level for Spanish-speaking populations throughout the nation. Curriculum kits are available which contain instructional guides in five areas: Spanish Language Arts, Social Science, Science/Mathematics, Fine

Arts, and Spanish as a Second Lanuage. Support materials include books for pupils, visual supplements, packets of ditto masters, tape cassettes, and assessment activities for evaluating pupil progress. Criterion-referenced achievement tests are also provided by the Center. Staff, including field test personnel located throughout the country, represent the various ethnic populations involved. Materials have regional editions; final revised editions are to be disseminated by the Dissemination Center for Bilingual Bicultural Education in Austin, Texas.

Collier County Bilingual Program
Collier County Public Schools
Contact: Fred Pezzullo, Project Director
1001 Third Avenue North
NAPLES, FLORIDA 33940
(813) 649-8151

Spanish (Mexican American). Grades: 1-5, 16 classes, 506 students; staff of 16 professionals, 4 paraprofessionals. Three schools. Bethune, Highlands, Lake Trafford. Fourth funding year.

This program strives to insure that students are allowed to learn in their first language while they become proficient in a second language. The program has been successful in team-teaching in two languages, resulting in mixed classes.

GUAM

Kolehion Mandikike' Project
Territorial Department of Education
Contact: S. Ellen Jean Klein, Project Director
P. O. Box 1335
AGANA, GUAM 96910
7728-553

Chamorro. Grades: K-2, 12 classes, 240 students; staff of 18 professionals, 1 paraprofessional. Two schools: Price Elementary in Mangilao, Torres Elementary in Santa Rita. Second funding year.

The primary thrust of this program is to produce reading materials for children in Chamorro, an oral language. To date, 10 booklets have been produced and put into use in the program. Parental and community support is excellent. Cultural awareness, educational achievement, self-concept development, staff training, and materials development are stressed.

IDAHO

Canyon Owyhee Bilingual Education Project
Canyon School District #139
Contact: Floyd W. Merrill, Project Director
Route 8, Box 207
CALDWELL, IDAHO 83605
(208) 459-6449

Spanish (Mexican American). Grades: 1-3, 12 classes, students - not known; staff of 5 professionals, 9 paraprofessionals. Four schools: Canyon (West), Homedale, Wilder, Van Buren (Caldwell). Third funding year.

The program goal is to meet the academic needs of children whose native language is Spanish. Cultural knowledge and self-esteem are program factors resulting from the inclusion of a bicultural social education component. A bilingual curriculum is used, and teachers and aides are bilingual. The program is also developing instructional materials for bilingual projects. Community involvement is enhanced by the home visitation program.

ILLINOIS

Area Bilingual Centers
Chicago Board of Education
Contact: Eduardo Cadavid, Project Director
228 North LaSalle Street
CHICAGO, ILLINOIS 60601
(312) 641-4527

Spanish (Mixed). Grades: 1-8, classes - not known, 800 students, staff - not known. Two schools. Fourth funding year.

Two centers are operated in order to improve the performance of Spanish-speaking children in their own and the English languages. One is a complete program (1-8), and the other provides for ungraded, continuous development for levels three to eight. Instruction is in both languages, with concurrent emphasis on Hispanic and American history and culture. An expanded tutorial system, utilizing students recommended for their academic achievement, provides more individualized attention. In-service training at each center concentrates on demonstration of new materials, methods, and approaches and on the development of evaluation instruments.

Jackson - McLaren Bilingual-Bicultural Center
Chicago Board of Education, School District #9
Contact: Mr. Eduardo Cadavid, Project Director
228 North LaSalle Street
CHICAGO, ILLINOIS 60601
(312) 641-4527

Spanish (Mexican American). Grades: K-4, 6 classes, 157 students; staff of 11 professionals, 2 paraprofessionals, Two schools: Jackson, McLaren. First funding year.

This program provides bilingual bicultural education through the academic component, which consists of Spanish Language Arts, English Language Arts, Social Studies, Science, and Math taught in both languages. Teacher training and adult education are also integral components of the program. Team teaching is used and the community participates through the Bilingual Community Advisory Council.

Thaddeus Kosciuszko Bilingual Program
Chicago Board of Education, School District #6
Contact: Mr. Eduardo Cadavid, Project Director
228 North LaSalle Street
CHICAGO, ILLINOIS 60601
(312) 641-4527

Spanish (multiethnic). Grades: K-3, 7 classes, 210 students; staff of 4 1/2 professionals, 4 1/2 paraprofessionals. One school: Thaddeus Kosciuszko. First funding year.

This program is geared to develop in the students a positive attitude toward acceptance of two cultures and languages - Spanish and English. They will also acquire the conceptual development needed to achieve success in the learning situation. Subjects taught include: Math, Science, Social Studies, English and Spanish Language Arts, Music, and Art. Teacher training and a Community Advisory Council are integral parts of the program.

William H. Seward Bilingual-Bicultural Parent-Child Pre-School Center
Chicago Board of Education, School District #6
Contact: Mr. Eduardo Cadavid, Project Director
228 North LaSalle Street
CHICAGO, ILLINOIS 60601
(312) 641-4527

Spanish (Mexican American). Grades: PK/Adult Education, 8/2 classes, 120/85 students; staff of 4 professionals, 3

paraprofessionals. One school: William H. Seward. First funding year.

This program is geared toward developing reading readiness and oral communication in both the English and Spanish languages, improving self-concept, and improving the health and nutrition of the participants. The program is conducted for pre-school children and their parents from 6 mobile units which are a branch of Seward school. The center has an Advisory Committee comprised of 51% of the parents of children attending the program.

INDIANA

Bilingual Education Program
East Chicago Public Schools
Contact: Mrs. Valentina Martínez, Project Director
1611 East 140th Street
EAST CHICAGO, INDIANA 46312
(219) 397-4200 Ext. 249

Spanish (Mexican American and Puerto Rican). Grades: K-1, 7 classes, 185 students; staff of 11 1/2 professionals, 7 paraprofessionals. Four schools: Harrison, Lincoln, Riley, Indiana Harbor Catholic. First funding year.

The aims of this program for Spanish speaking East Chicago students are to increase the achievement level of the pupil to develop language proficiencies in English and Spanish, and to create an awareness of the pupil's cultural heritage, thereby improving his self-concept. Children are grouped according to language dominance, and instruction in the second language is gradually increased. By the end of 5 years the child should be equally proficient in both languages.

Bilingual Early Childhood Education
Public School System of Gary
Contact: Dr. Carrie Dawson
620 East Tenth Place
GARY, INDIANA 46402
(219) 886-3111

Spanish (Mixed). Grades: PK-1, 12 classes, 288 students; staff of 27 professionals, 10 paraprofessionals. Two schools: Jefferson, Brunswick. Third funding year.

Objectives of the program are the fostering of socio-emotional development of the child, improving the children's gross and fine motor coordination, and helping them acquire the concepts and skills to speak and understand Spanish and English. Children are taught basic number concepts, syntaxis of oral language, and beginning decoding skills. Parents are involved through a Parents' Club and (volunteers) in classes for the four-year-olds, as well as an Advisory Committee and Latin-American History Week. Children and adults participate in multicultural activities and programs. Instructional skill of teachers and aides is developed through workshops, activities with other programs, and courses with Purdue and Indiana State University.

LOUISIANA

St. Martin Parish Bilingual Education Program
St. Martin Parish School Board
Contact: Mrs. Hazel Delahoussaye, Project Director
St. Martin Parish Instructional Center
111 Courville Street
BREAUX BRIDGE, LOUISIANA 70517
(318) 332-2105

French (Creole and Cajun Dialects). Grades: K-3, 12 classes, 311 students; staff of 18 professionals, 8 paraprofessionals. Two schools: Parks, Breaux Bridge. Third funding year.

The priority goals of the program are to provide students with increased educational opportunity and to instill pride in a unique cultural heritage. The program's primary aims are to develop greater competence in English for French-speaking children and to develop literacy in French for English-speaking children. Unique features include: adaptation of English materials into French, development of a French heritage curriculum, utilization of the Creole and Cajun dialects, development of bilingual teachers, a bilingual physical education program, parent committees, assistant teachers from France, progress reports, development of a French achievement test, and a cross-cultural exchange program with a class in Rennes, France.

Lafayette Parish Bilingual Program
Lafayette Parish Schools
Contact: Dr. Ruth Bradley, Project Director
400 Willow Street
LAFAYETTE, LOUISIANA 70501
(318) 232-0898

French (Acadian). Grades: K-3, 16 classes, 435 students; staff of 15 professionals, 8 paraprofessionals. One school: Alice Boucher Elementary. Third funding year.

The program has a teacher training component to train native Acadian-French speaking elementary teachers to teach bilingually. Curriculum guides in French for teaching Social Studies, Science, Math, Physical Education, Art, and Music have been developed. Native Acadian culture is stressed in these guides.

Iberia French/English Bilingual Program
Iberia Parish School District
Contact: Evans A. Lemaire, Project Director
P. O. Box 520
NEW IBERIA, LOUISIANA 70560
(318) 365-2341

French. Grades: 1-2, 10 classes, 280 students; staff of 12 professionals, 8 paraprofessionals. Four schools: Avery Island, Coteau, Delcambre, Loreauville. First funding year.

The objective of this project is to produce a child fluent in English and who has improved his fluency and cultural appreciation of French. To achieve a degree of coordinate bilingualism in French for non-French speakers is also stressed. Teachers and paraprofessionals are keys in the coordination of the program with the community. The bridging of cultural gaps between Black and Anglo French dialect speakers is a desired goal.

Bilingual Education Program
Orleans Parish School Board
Contact: Dr. Robert Kastner
1515 South Saludo Street
NEW ORLEANS, LOUISIANA 70125
(504) 524-8592

Spanish (Multiethnic). Grades: K-3, 12 classes, 310 students; staff of 17 professionals, 10 paraprofessionals. Three schools: Bradley, Crossman, Bienville. Second funding year.

As the Spanish-dominant target group is made up largely of recently-arrived political refugees, the primary aim is to further their learning through the mother tongue and the acquisition of skills in English to enable them to progress academically and socially. Healthy pride in both heritages is engendered in them, while the English-dominant children develop a global concept of language and culture. Testing in both languages should show

comparable language competencies in both linguistic groups as a result of using the native language as the medium of instruction with gradual introduction and use of the second language. Activities are provided for community persons, and in-service and pre-service programs are provided for training the staff.

MAINE

Wabnaki Bilingual Education Project
Maine Indian Education
Contact: Wayne A. Newell, Project Director
Box 271, Indian Township
INDIAN TOWNSHIP
CALAIS, MAINE 04668
(207) 796-5591

Passamaquoddy (Algonquin Dialect). Grades: K-6, 7 classes, 50 students; staff of 6 professionals. One school: Indian Township Elementary. Second funding year.

This program uses the Passamaquoddy Indian language as an instructional medium to encourage verbal communication in both Passamaquoddy and English. Materials have been developed to insure a balance between the two languages. Native materials are geared toward community relevance. A writing system has been developed in which older children are able to read after a very short instructional period.

Caribou Exemplary Bilingual Program for French-Americans
Caribou School System
Contact: Gilbert J. Albert, Project Director
59 Glenn Street, Teague Park School
CARIBOU, MAINE 04736
(207) 492-1871

French. Grades: K-1, 4 classes, 98 students; staff of 2 professionals, 3 paraprofessionals. Two schools: Sincock and Teague Park. First funding year.

This program is concentrating its efforts on bilingual French and English instructional components. A materials development program is in progress with the University of Maine at Presque Isle. In-service teacher training workshops and an Advisory Council for Bilingual Education which meets monthly to assist and provide direction are important factors in the program.

St. John Valley Bilingual Program
Maine School Administrative District #33
Contact: Omer Picard, Project Director
P. O. Box 210
MADAWASKA, MAINE 04756
(207) 728-4849

French. Grades: K-3, 27 classes, 610 students; staff of 31 professionals, 21 paraprofessionals. Six schools in three districts: Evangeline, St. Thomas, Madawaska School System; Bailey, Montfort, MSAD #33; St. John, Keegan, MSAD #24. Third funding year.

All children, whether English or French is their dominant language, follow the same curriculum in this program. Language as such is not taught, but developed through usage in the content areas. In-service training for the professional staff, who are the regular classroom teachers, is emphasized.

MARIANA ISLANDS

Trust Territory Bilingual Education Project
Trust Territory of the Pacific Islands (Palau and Ponape School Districts)
Contact: Bethel Oestman, Project Director
Headquarters Education
SAIPAN, MARIANA ISLANDS 96950
Saipan #3153

Palauan and Ponapaean. Grade: 1, 2 classes, 55 students; staff of 6 professionals, 7 paraprofessionals. Two schools: Wone Elementary (Ponape), Airai Elementary (Palau). First funding year.

The primary thrust for this program is the development of Palauan and Ponapaean Language Arts with additional emphasis on providing an integrated curriculum. The children in the program and their communities are 100% non-native speakers of English. Community support of the program has been very good.

MASSACHUSETTS

Boston Bilingual Education Program
Boston Public Schools
Contact: Martha S. Hass, Project Director
21 James Street
BOSTON, MASSACHUSETTS 02118
(617) 261-3968

Spanish (Puerto Rican). Grades: 1-4, 8 classes, 215 students; staff of 12 professionals, 7 paraprofessionals. Two schools: Mackey, Hawthorne. Fourth funding year.

The emphasis of this program is on the acquisition of first language skills (Spanish) and progression in academic areas in English until bilingualism is attained. In-service programs emphasize good student-teacher, teacher-teacher relationships. The cultural heritages of Blacks, Puerto Ricans, and Anglos are emphasized. The most successful aspect of the project has been a Parent Tutorial Program.

Bilingual Education for Elementary Spanish and English Speaking Children
Chelsea School Department
Contact: Dr. S. B. Slavit, Project Director
Williams School, Walnut Street
CHELSEA, MASSACHUSETTS 02150
(617) 884-1437

Spanish (Puerto Rican). Grades: 1-3, 6 classes, 120 students; staff of 7 professionals, 6 paraprofessionals. Two schools: Shurtleff, Williams. First funding year.

The target group is actually multiethnic, with a majority of Puerto Rican children. In order to stem the drop-out rate resulting from inability of the monolingual Spanish-speaking child to function in monolingual English classes, the bilingual program promotes literacy and fluency in both languages. Participating students increase their academic skills in Language Arts (Spanish and English), Social Studies, Math and Science. Other curriculum areas are under existing programs. A major purpose is the raising of self-image and success to an extent of being accepted as equals by the children's English-speaking peers. The bilingual staff is chosen and trained to implement these goals, and parental involvement and community support are promoted.

Bilingual Middle School Research and Development Center Project
Fall River Public Schools
Contact: John R. Correiro, Project Director
128 Hartwell Street
FALL RIVER, MASSACHUSETTS 02721
(617) 678-4571 Ext. 253

Portuguese. Grade: 5, 6 classes, 120 students; staff of 32 professionals, 8 paraprofessionals. Five schools: Hartwell Street, McDonough, Watson, Espirito Santo, St. Michael. First funding year.

The primary thrust of the Fall River project is to develop an individualized bilingual middle grades (5-8) curriculum, supported by a broad range of supplementary audio-visual materials. The program is a few months old, and in the developmental stages.

Ward I Bilingual-Bicultural Project
Holyoke Public Schools
Contact: Mrs. Alice Meisel, Project Director
West Street School, 98 Suffolk Street
HOLYOKE, MASSACHUSETTS 01040
(413) 532-2502

Spanish (Mixed). Grades: K-3, 12 classes, 261 students; staff of 17 professionals, 2 paraprofessionals. One school: West Street. Second funding year.

The goal of this program is to enable all the students to become functionally bilingual and bicultural. Anglo children receive Spanish as a second language training and instruction in both cultural heritages from kindergarten up.

CAPABLE (Change and Progress Accomplished By Language Education)
Lawrence School Department
Contact: Francesco M. Benenati, Project Director
1 Mill Street
LAWRENCE, MASSACHUSETTS 01840
(617) 686-7701

Spanish (Mixed). Grades: 7-12, 9 classes, 180 students; staff of 9 professionals, 9 paraprofessionals. Two schools: Lawrence High School, Oliver Junior High School. Second funding year.

The primary thrust of the CAPABLE program is to bridge the communication and social and cultural gaps between Spanish-speaking students and others. Self-concept improvement is emphasized. Five subject areas are taught bilingually; they include: Spanish and English Language Arts, Social Studies, Science, and Math.

New Bedford Bilingual Program
New Bedford Public Schools
Contact: Abel D. Fidalgo, Project Director
165 Davis Street
NEW BEDFORD, MASSACHUSETTS 02746
(617) 997-4511 Ext. 237

Portuguese. Grades: K-3, 8 classes, 160 students; staff of 8 professionals, 8 paraprofessionals. One school: Ottiwell School. Third funding year.

This program uses teachers who formerly resided in Portugal to help with the Portuguese language component. In the bilingual project, Portuguese-language materials have been developed including: basal readers, Math, Social Studies, and tests. A local university, Southeastern Massachusetts University, cooperates in the development of a graduate and undergraduate program in bilingual education for staff training.

Bilingual Program, Carew Street School
Springfield Public Schools
Contact: Judith E. Kennedy, Project Director
75 Carew Street
SPRINGFIELD, MASSACHUSETTS 01104
(413) 734-8373

Spanish (Puerto Rican). Grades: PK-8, 16 classes, 480 students; staff of 24 professionals, 9 paraprofessionals. Three schools: Cass Street, Carew Street, Chestnut Junior High. Fourth funding year.

This program is conducted in an 85% Puerto Rican neighborhood; the students' self-concept development and bilingual training are stressed. Team-teaching, individual progress programs for students, and in-service materials development and usage programs are important components.

MICHIGAN

Detroit's Comprehensive Bilingual and Bicultural Educational Program
Detroit City School District
Contact: Frank P. Lozano, Project Director
5057 Woodward
DETROIT, MICHIGAN 48202
(313) 494-1679

Spanish (Multiethnic). Grades: K-2, 11 classes, 321 students; staff of 13 professionals, 14 paraprofessionals. One school: Webster Elementary. First funding year.

The primary thrust of this program is to produce academic improvement in the English and Spanish languages and in computational skills. Development of positive self-image and pride in cultural heritage are stressed. The project's goal is to teach the target population two languages, infuse the school setting with bilingual teaching materials, establish a parent-education component, and stress Latin-American culture and history. In-service sessions and workshops are important. Team teaching, bilingual paraprofessionals, and audio-visual aids are used.

Grand Rapids Bilingual/Bicultural Project
Grand Rapids Public Schools
Contact: Louis Murillo, Project Director
143 Bostwick N.E.
GRAND RAPIDS, MICHIGAN 49502
(616) 456-4978

Spanish. Grades: K-3, 5 classes, 206 students; staff of 8 professionals, 6 paraprofessionals. One school: Hall Elementary. First funding year.

The bilingual curriculum of this program is focused on the development of Language Arts. Math, Science, and Fine Arts are taught in the student's dominant language.

Lansing Bilingual Program
Lansing School District
Contact: Eunice Santa Ana, Project Director
620 Lesher Place
LANSING, MICHIGAN 48912
(517) 489-1495

Spanish (Mixed-Migrant). Grades: K-3, 15 classes, students - not known; staff of 14 professionals, 15 paraprofessionals. Two schools: High Street, Grand River. Fourth funding year.

Spanish oral arts are a primary thrust in the early grades; English is gradually introduced as the basic reading skills are achieved and first-language mastery is attained. Both American and Hispanic cultures are introduced, with stress on the latter with the intent of building positive self-concept in relation to the Spanish-speaking child's dominant culture. Teachers are bilingual, and are offered pre-service and in-service opportunities for development.

Bilingual Education Program
School District of the City of Pontiac
Contact: José Frank Soriano, Project Director
86 Park Hurst
PONTIAC, MICHIGAN 48058
(313) 338-9151

Spanish (Multiethnic). Grades: K-6, 12 classes, 315 students; staff of 6 professionals, 9 paraprofessionals. Two schools: Baldwin Elementary, Pontiac Human Resources Center. Fourth funding year.

The bilingual personnel are involved in many community activities and the project has become a center and catalyst for many programs, including a course designed to increase sensitivity in law enforcement personnel, adult Driver Training, Human Relations Institutes, and a Latin American Festival. A monthly newsletter, La Voz, is published. Teacher aides participate in a "Career Lattice" program at Oakland Community College. ESL and Spanish language, culture and history are the areas of most concentration, and tutoring in the first language is provided in other subject areas, as project personnel are not part of the schools' staff or curriculum. With the addition of personnel, teaching in the native language and in a bilingual setting is increased.

MONTANA

Chippewa-Cree Bilingual Education Project
School District #87
Contact: Mr. Robert P. Murie, Project Director
Rocky Boy Reservation, Rocky Boy Route
BOX ELDER, MONTANA 59521
(406) 395-2465

Cree (Chippewa). Grades: K-2, 6 classes, 112 students; staff of 4 professionals, 6 paraprofessionals. One school: Rocky Boy Elementary. Third funding year.

Curriculum development in the Cree Indian language is emphasized in this bilingual program. Six Cree language booklets, five filmstrips with accompanying cassettes, and Cree language charts and devices have been developed.

Northern Cheyenne Bilingual Education Program
Lame Deer Public School District #6
Contact: Mr. Ted Risingsun, Project Director
Bilingual Education Program, Box #6
LAME DEER, MONTANA 59043
(406) 477-6305

Cheyenne. Grade: K, 3 classes, 55 students; staff of 12 paraprofessionals. Two schools: Lame Deer Public School, St. Labré School for Indian Children. First funding year.

This is a new program for the Cheyenne: a written form of Cheyenne had to be developed and is still being revised. Tests and questionnaires are being developed, pre-testing and the acquisition of baseline data are now being carried out. Cheyenne speakers have been hired as bilingual teachers, and they are now developing instructional materials for classroom use. Stress is on the Cheyenne culture.

Crow Bilingual Education Project
Hardin Public Schools, District 17-H
Contact: G. Hubert Matthews, Project Director
Bilingual-Bicultural Education
CROW AGENCY, MONTANA 59022
(406) 638-2209

Crow. Grades: 1-4, 10 classes, 175 students; staff of 10 professionals, 9 paraprofessionals. One school: Crow Agency Public School. Third funding year.

The main objectives of this program are to enable children to function effectively in two languages and cultures, and to insure that they will progress academically. The program hopes to be in complete operation by June 30, 1975. Consequently, there is stress on the acquisition of materials in Crow and English and staff training. The program sponsers courses through Montana State University and uses the Career Opportunities and Teacher Corps Program.

NEW HAMPSHIRE

Mascenic French Bilingual Educational Program
Mascenic School District, Supervisory Union No. 63
Contact: Normand J. Robitaille, Project Director
Sacred Heart School, Church Street
GREENVILLE, NEW HAMPSHIRE 03048
(603) 878-1001

French. Grades: K-5, 10 classes, 192 students; staff of 6 professionals, 3 paraprofessionals. Three schools: Sacred Heart Public School, Greenville Elementary School (Greenville); Mascenic Regional School (New Ipswich). Fourth funding year.

A model bilingual program is being developed, with specialized curricula, materials and instructional methods. Staff members are sent to conferences and workshops as part of their in-service training. Mastery of English and literacy in French are the goals for mixed classes of students. Community involvement is enhanced through various programs. A project satellite, the Service de Liaison de Projets Bilingues Français - Anglais, officially coordinates worldwide French bilingual staff training programs, sponsors the Title VII North American French Bilingual Conference, and develops and field tests a set of French Bilingual Primary Curriculum Materials.

NEW JERSEY

Bilingual Education in a Consortium
Lakewood Board of Education
Contact: Rose Marie Ortíz, Project Director
521 Princeton Avenue
LAKEWOOD, NEW JERSEY 08701
(201) 363-5848

Spanish (Cuban and Puerto Rican). Grades: K-3, 7-9, 16 classes, 400 students; staff of 25 professionals, 12 paraprofessionals. Four schools: Ella G. Clarke, Clifton Avenue (Lakewood); School #3 (Patterson); Grover Cleveland Junior High School (Elizabeth). Third funding year.

A bilingual educational program is being developed, to be locally supported by the school year 1976-77. Team teaching in a modified open classroom environment is being tested. Supplementary materials are being furnished by the Spanish Curricula Development Center (Miami Beach, Florida) and by the Materials Acquisition Project (San Diego, California).

New Brunswick Bilingual Education -- Better Communication
New Brunswick Board of Education
Contact: Luis Méndez, Project Director
24 Bayard Street
NEW BRUNSWICK, NEW JERSEY 08901
(201) 247-2600

Spanish (Puerto Rican). Grades: K-1, 9 classes, 450 students; staff of 13 professionals, 7 paraprofessionals. Four schools: Bayard, Livingston, Nathan Hale, Washington. First funding year.

The program is designed to bring White, Black, and Puerto Rican students together by providing an opportunity to interact in educational activities, and to equalize educational opportunities for Spanish-dominant children. Objectives are the setting up of bilingual classes of mixed pupils, developing a bilingual curriculum and related materials for those classes, procuring and training competent bilingual instructional personnel, securing community involvement and support for bilingual activities, and integrating the bilingual instruction with regular academic activities. Native and second language instruction are offered and staff training programs are provided to these ends.

Project SELL (Spanish English Language Learning)
Union City Board of Education
Contact: Mrs. Eunice Kritsidimas, Project Director
405 Palisade Avenue
UNION CITY, NEW JERSEY 07087
(201) 348-1330

Spanish (Cuban). Grades: 1-4, 16 classes, 313 students; staff of 15 professionals, 1 paraprofessional. One school: Roosevelt School. Third funding year.

To produce totally bilingual children who are well adjusted to their culture and environment, the project conducts student instruction, staff development, materials development, and community involvement programs. All Spanish speaking students participate in the nongraded program and are given ESL, SSL, and cross-cultural instruction in both languages by team teaching; similar instruction is given to adults. Teacher training covers second-language learning and cross-cultural awareness. The required specialized materials are developed or adapted and a materials dissemination center is being established. Community adults can participate in project decisions.

New Jersey Bilingual Education Program
Vineland Board of Education
Contact: María C. Mercado, Project Director
90 Audubon Avenue
JERSEY CITY, NEW JERSEY 07305
(201) 434-2282

Spanish (Multiethnic). Grades: K-4, 36 classes, 955 students; staff of 58 professionals, 11 paraprofessionals. Four schools: Dr. William Mennies School (Vineland), School No. 16 (Jersey City), McKinley School (Newark), School No. 10 (Perth Amboy). Fourth funding year.

The project is a consortium of four New Jersey school districts with one school participating from each district. The school districts provide the total staffing and maintenance of the kindergarten and first grades. The project provides additional staff to the second through fourth grades and furnishes bilingual coordinators for technical assistance to all five levels. The objective is to overcome the language barriers to education and communication among the Spanish-speaking students of the districts and to achieve greater cross-cultural understanding and communication among all the districts' children.

NEW MEXICO

Albuquerque Public Schools Bilingual/Bicultural Program
Albuquerque Public Schools
Contact: Carlos Saavedra, Project Director
P. O. Box 1927
ALBUQUERQUE, NEW MEXICO 87103
(505) 247-9136

Spanish (Mexican American). Grades: K-6, 95 classes, 2627 students; staff of 95 professionals, 60 paraprofessionals. Seventeen schools: Coronado, A. Montoya, Apache, Carlos Rey, Duranes, E. San Jose, Five Points, Inez, Lamesa, Larrazolo, Lew Wallace, Longfellow, Los Padillas, Mission, Riverview, San Felipe, Valle Vista. Fourth funding year.

The students are taught all concepts and skills in their own dominant language. The nondominant language is taught as a second language. The objectives of this method are to develop each student's clear identity with his own culture and respect for the cultures of others, and to emphasize the contributions of each culture to the overall American culture. Teachers are

released from the classroom two hours a week to work on curricula development. Some parents act as teacher aides. The staff participates in a summer training program and weekly in-service training at the University of New Mexico.

Southeastern New Mexico Bilingual Program
Artesia Public Schools
Contact: Bill Gutierrez, Project Director
1106 West Quay Avenue
ARTESIA, NEW MEXICO 88210
(505) 748-2020

Spanish (Mexican American). Grades: 1-4, 26 classes, 630 students; staff of 26 professionals, 26 paraprofessionals. Eleven schools (in six districts): Yucca, Roselawn, Hermosa, R and D, Eddy, Joe Stanley Smith, Hillcrest, Hagerman, Pecos, Flora Vista, El Capitan; Bilingual T-V Studio. Fourth funding year.

A functioning program has been established; many courses are now taught in both English and Spanish. A training program has been established at Eastern New Mexico University, Roswell, for teacher aide paraprofessionals. It leads to a bachelor of science degree with a major in ethnic studies and a minor in Spanish. The project has a Graphic Arts Program for publishing bilingual and bicultural educational materials for all the New Mexico Title VII projects. Such materials, either commercially produced or project generated, can now be obtained by the project's participating school districts from the Regional Resource Center.

Bilingual Early Childhood Program
Clovis Municipal Schools
Contact: Gay Alford, Project Director
420 West Grand
CLOVIS, NEW MEXICO 88101
(505) 762-5250

Spanish (Mexican American). Grade: PK, 4 classes, 80 students; staff of 5 professionals, 10 paraprofessionals. Two schools: Portales and Clovis Municipal Schools. First funding year.

A satellite of REPSAC (Responsive Environment for Spanish American Children), funded by Bureau of Education for the Handicapped, the project is a demonstration bilingual educational intervention program for children aged three and four. The majority of the students have various physical and mental handicaps and reflect economic deprivation. Improving cognitive and affective development and successful learning of both English and Spanish are the

project goals. The Piaget Early Childhood Curriculum and materials, the Project LIFE program (a programmed language system for handicapped children), and a typing booth are used.

Española Bilingual Education Program
Española Public Schools, District No. 45
Contact: Louis F. Martinez, Project Director
P. O. Box 249
ESPAÑOLA, NEW MEXICO 87532
(505) 753-2027

Spanish (Mexican American). Grades: 1-4, 8 classes, 181 students; staff of 8 professionals, 4 paraprofessionals. One school: Española Elementary. Fourth funding year.

Both Anglo and Mexican American children receive bilingual instruction and background on the history and culture associated with their dominant languages. Parents meet monthly and are active in efforts to continue the program. A monthly newsletter disseminates information about the project. Teachers attend in-service training courses at New Mexico Highlands Univesity and out-of-town workshops and conferences regularly. Students are taken on bicultural enrichment excursions.

Best of Both Cultures for Navajo/Zuni Children
Gallup McKinley County Schools
Contact: Ralph Drake, Project Director
700 South Boardman Drive
P. O. Box 1318
GALLUP, NEW MEXICO 87103
(505) 722-3891

Navajo, Zuni. Grades: K-1, 8 classes, 200 students; staff of 13 1/2 professionals, 11 1/2 paraprofessionals. Four schools: Church Rock, Thoreau, Tse Bonito, Zuni. Second funding year.

The overall goal of this triethnic project is to develop a staff of bilingual, bicultural team leaders, teachers, and paraprofessionals with reference to the cultures of the target group, and with communication ability in the native language. The program provides continuous exposure to enable all children to speak, read, and write English as well as their dominant language, while maintaining their own cultural characteristics. English is presented gradually as a second language. Selection, adaptation, creation, and testing of bilingual bicultural curricular materials are on-going activities. The fostering of positive self-

concept in the children is a daily concern and an integral feature of all activities. Efforts are made to insure that parents and community leaders are actively involved in an advisory capacity and in helping the staff obtain its objectives.

Bilingual-Bicultural Education Program
Grants Municipal Schools Didstrict
Contact: Arturo Mendez, Project Director
P. O. Box 8
GRANTS, NEW MEXICO 87020
(505) 287-2767

Spanish, Keresan. Grades: 1-4, 25 classes, 450 students; staff of 22 professionals, 21 paraprofessionals. Five schools: San Mateo, San Rafael, Sierra Vista, Cubero, Seboyeta. Fourth funding year.

The child's native language is used to introduce first-grade curriculum jointly with his learning to communicate in a second language. Native cultural characteristics are emphasized via a cultural awareness program as a tool to develop and reinforce the child's confidence in the value of his native cultural heritage. The multicultural exposure this program provides is intended also to aid in the child's relationships with people whose cultures are foreign from his own. The Bureau of Indian Affairs is cooperating with the project in disseminating and implementing the project's Keresan materials for use at the Cubero Elementary School.

Las Cruces Elementary Bilingual Education Project
Las Cruces School District #2
Contact: J. Paul Taylor, Project Director
K-3 Project, 850 North Church
LAS CRUCES, NEW MEXICO 88001
(505) 524-9123

Spanish (Mexican American). Grades: 1-6, 12 classes, 305 students; staff of 12 professionals, 18 paraprofessionals. Two schools: Mesilla, Lucero. Sixth funding year.

A culturally-centered language program, bilingual instruction, and parental involvement are used to increase the educational achievement, mental ability, and self-concept of the Spanish-speaking child. Continued satisfactory student progress in bilingual abilities, language creativity, and spontaneity has been confirmed by both teacher objective judgment and parent

feedback information. Six Teacher Corpsmen work with the project and are pursuing a degree in education as their second degree. There is one open classroom for Spanish instruction.

ESEA Title VII-Bilingual Program
Las Vegas City Schools - District #2
Contact: Ms. María Guadalupe Jaramillo
P.O. Box Drawer "J"
LAS VEGAS, NEW MEXICO 87701
(505) 425-6784

Spanish. Grades: 1-3, 9 classes, 205 students; staff of 9 professionals, 9 paraprofessionals. Two schools: Gallinas Street, Paul D. Henry. Third funding year.

Major purposes of the program are the development of language processes in both languages, integration of the two cultures, improvement of cognitive functioning, development of a positive self-concept and the desire for academic achievement, the establishment of effective home-school relationships, and the involvement of parents, their children, and the community. A bilingual representative from the community is directly involved in the planning and implementation of the program. Native language teachers teach in each language; and both cultures are studied. Educational concepts are presented in the child's mother tongue, and reinforced in the second language; independent learning is stressed. Volunteer parents assist in classroom activities and program planning. An informal newsletter reports the progress of the program to parents periodically.

Bilingual Education Project
Ramah Navajo High School
Contact: Dan Vicenti, Project Director
Box 248
RAMAH, NEW MEXICO 87321
(505) 783-2661

Navajo. Grades: 7-8, 11, 3 classes, 64 students; staff of 9 professionals, 4 paraprofessionals. One school: Ramah Navajo High School. Second funding year.

Using primarily Navajo teachers and staff, the project has three major goals for its students: fluency and literacy in Navajo, mastery of written and spoken English in order to function effectively in Anglo society, and an awareness of the rights and responsibilities of the students under law. This last goal is

implemented in a legal education class at the eleventh and twelfth grade levels that covers consumer education, Navajo common law, codified laws (federal, state, local, tribal), comparative Navajo-Anglo law, and family law.

Acoma Bilingual/Bicultural Program
Bureau of Indian Affairs Southern Pueblos Agency
Contact: Christian Oberholser, Project Director
P. O. Box 97
SAN FIDEL, NEW MEXICO 87049
(505) 287-2860

Acoma. Grades: Headstart-K, 4 classes, 84 students; staff of 4 professionals, 6 paraprofessionals. One school: Acomita Day School. First funding year.

Materials are being developed and paraprofessionals being trained in the project. Because Acoma is not a written language, a workable orthography is being developed and dictionary entries are being collected. Folk stories are being collected and the writing of a preprimer has been started. On-site training is provided for an associate of arts degree from the University of New Mexico. Criterion referenced tests are being developed and tested by a consultant and the bilingual staff, as well as being used in the classroom.

Santa Fe Public Schools Bilingual-Bicultural Education Program
Santa Fe Public Schools
Contact: Mariano Romero, Project Director
610 Alta Vista
SANTA FE, NEW MEXICO 87501
(505) 982-2631

Spanish (Mexican American). Grades: 1-3, 9 classes, 190 students; staff of 10 professionals, 10 paraprofessionals. Three schools: Agua Fria, Alvord, Larragoite. Third funding year.

Each classroom has "interest centers" to promote learning at the student's own pace. The centers cover reading, language development, science, history, and culture. In-service training is conducted in monthly two-day sessions at the University of New Mexico and by site visitation and local and regional workshops. The Human Development Program is a curricular approach to development of positive self-worth that capitalizes on the child's drive to achieve mastery and gain approval; it also includes a daily 20-minute free period. The Parent Advisory Committee brings together the parents and professionals. Parents are involved in classwork and cultural excursions in which local

Mexican musicians and dancers perform. Instructional and informational guides are being developed and refined.

Taos Bilingual-Bicultural Program
Taos Municipal Schools
Contact: Francis Quintana, Project Director
P. O. Box 386
TAOS, NEW MEXICO 87571
(502) 758-4427

Spanish (Mexican American). Grades: K-2, 19 classes, 433 students; staff of 18 professionals, 16 paraprofessionals. Six schools: Canon, Talpa, Taos, Arroyo Seco, Arroyo Hondo, St. Joseph's. Second funding year.

Successful achievement in student cognitive skills is approached by the emphasizing of positive attitudes among the students, parents, and staff toward the individual, his cultural background, and learning itself. New concepts and skills are introduced in the local vernacular; when they have been successfully transferred, ESL or SSL techniques are substituted. In-service training brings the teacher and the aides of each class together for a minilab. Community resource volunteers modify the standard curriculum by introducing Mexican American arts, songs, dances, holidays, and foods. A curriculum coordinator and a media specialist visit the classrooms to demonstrate certain activities.

NEW YORK

Non-Graded, Early Childhood, Bilingual/Bicultural Education Program
Beacon City School District
Contact: Jaime Chaparro, Project Director
88 Sargent Avenue
BEACON, NEW YORK 12508
(914) 831-3190

Spanish (Puerto Rican). Grades: K-3, 12 classes, 300 students; staff of 16 professionals, 10 paraprofessionals. Three schools: South Avenue, Sargent, J. V. Forrestal. First funding year.

This project is designed to develop an early childhood program to serve the cognitive, linguistic, and cultural needs of the target group. Emphasis is on language skill development in English and Spanish, cognitive development, and Hispanic cultural heritage. The child's dominant language is used for instruction, and mostly in small groups in an educational setting aimed at

each student's continuous progress. Team teachers are assisted by aides and volunteers from the program's parent community. Planned instruction and integrated classroom/community activities are shared by the Hispanic and Anglo program participants--parents and children.

Programa de Educacion Bilingue
Buffalo Board of Education
Contact: Mrs. Carmen M. Rodríguez, Project Director
300 South Elmwood Avenue
BUFFALO, NEW YORK 14201
(716) 854-6517

Spanish (Multiethnic). Grades: PK-3, 10 classes, 190 students; staff of 13 professionals, 11 paraprofessionals. One school: Public School No. 76. Second funding year.

The Spanish speakers among the participating students include some blacks and Indians. Proficiency in both Spanish and English, a healthy self-concept, and understanding attitudes toward others are the program goals. Tests have indicated significant academic development through the use of the dominant language in instruction; positive progress in skills acquisition in the second language has been achieved.

Bilingual Program in Auxiliary Services for High Schools
New York City Board of Education, Office of High Schools
Contact: Michael A. Vega, Project Director
198 Forsyth Street, Room 513
NEW YORK, NEW YORK 10002
(212) 495-1530

Spanish (Puerto Rican). Grades: 9-12, 15 to 20 classes, 550 students; staff of 10 professionals, 8 paraprofessionals. Two schools: Taft, Louis D. Brandeis. First funding year.

This is the bilingual component of the Auxiliary Services for High Schools, which provides job placement, personal counseling, and basic education to high school dropouts. Those dropouts whose dominant language is Spanish thus have the full range of services available to them in both English and Spanish. Bilingual preparation for the high school equivalency test and both the English and Spanish GED (General Equivalency Diploma) Tests is provided. The project includes the bilingual version of the Peer Group Program in Drug Abuse and Prevention.

Louis D. Brandeis High School Bilingual Program
N.Y.C. Board of Education, Office of High Schools
Contact: Sonia M. Rivera, Project Director
145 West 84th Street
BROOKLYN, NEW YORK 10024
(212) 799-1570

Spanish (Puerto Rican), French (Haitian). Grade: 9, 6 classes, 550 students; staff of 12 professionals, 1 paraprofessional. One school: Louis D. Brandeis High School. First funding year.

Instruction in the major curriculum areas is given in the student's vernacular. All students are involved in a second-language program. The program aims also to develop the student's skills that will be needed to complete high school and achieve further educational and/or vocational goals. Instructional techniques, staff training programs, parental and community involvement, and materials acquisition are being developed.

Integrated Bilingual Demonstration Project for High Schools
New York City Board of Education, Office of High Schools
Contact: David Krulik, Project Director
131 Livingston Street
BROOKLYN, NEW YORK 11201
(212) 624-5208

Spanish (Puerto Rican). Grade: 9, 20 classes, 170 students; staff of 4 professionals, 4 paraprofessionals. One school: Eastern District High School. First funding year.

Bilingual classes in the major curriculum subjects effect clarification in the native language and application in the new language. Individual instruction, reinforcement of the major curriculum areas, and the development of academic skills needed for completion of high school are provided by a task-oriented language resource center. Long Island University provides specialized pre-service and in-service bilingual staff training; the project offers career ladder programs, minicourses, and off campus on-site workshops. Educational materials and evaluation instruments are being developed.

New York City Bilingual Consortium (Project BEST)
New York City Board of Education
Contact: Blanca Ortíz, Project Director
110 Livingston Street
BROOKLYN, NEW YORK 11201
(212) 596-8366

Spanish (Puerto Rican). Grades: K-4, 88 classes, 2444 students; staff of 88 professionals, 64 paraprofessionals. Serves fifteen schools in Districts 4, 9, 7, and 12. Third funding year.

The Consortium, which also includes Hunter College and Lehman College, is a cooperative endeavor to upgrade the academic achievement of Puerto Rican children by seeking solutions to the common academic problems involved. Hunter and Lehman Colleges provide the pre-service, in-service, and summer bilingual training to teachers and auxiliary personnel, both graduate and undergraduate.

District One Bilingual Program
New York City School District #1
Contact: Dora Collazo Levy, Project Director
Public School 134;80 Montgomery Street
NEW YORK, NEW YORK 10002
(212) 473-6501

Spanish (Puerto Rican). Grades: K-6, 9 classes, 360 students; staff of 18 professionals, 4 paraprofessionals. Three public schools. Second funding year.

This program includes plans for developing classes on levels K-6 whose aim is to produce totally bilingual, bicultural students capable of utilizing their fluency in both languages toward their educational goals and feeling equally at home in both cultures. The design is to help prevent the academic retardation characteristic of areas where all instruction is given in a cultural-linguistic environment unfamiliar to the young student.

Building Bilingual Bridges
New York City School District #2
Contact: Robert Tharp, Project Director
122 Henry Street
NEW YORK, NEW YORK 10002
(212) 233-0035

Chinese, Spanish (Puerto Rican). Grades: K-2, 7 classes, 188 students; staff of 7 professionals, 1 paraprofessional. One school: Public School No. 2, Manhattan. Fourth funding year.

Groups are formed on the basis of language need, rather than ethnic background. English-dominant students may choose to learn either of the other languages. The children are not segregated and cultural enrichment is emphasized. The project also produces social studies booklets and generates and uses its own written materials on Chinese and Spanish.

In-Migrant School-Community Project
New York City Community School District #2
Contact: José L. Miranda, Project Director
1763 First Avenue
NEW YORK, NEW YORK 10028
(212) 876-2611

Spanish (Mixed). Grades: PK-3, 11 classes, 270 students; staff of 20 professionals, 37 paraprofessionals. One school: P.S. 151 (Manhattan). Third funding year.

Spanish and English are taught through native speakers; curriculum concepts are learned in the first language, and second language capability is developed through spontaneous activity-centered experiences. Each integrated all-day class is taught by a team of one professional and three pre-professionals. Staff development offers joint training for teachers and bilinguals as a team. Teachers adapt or create curriculum materials for first year use in small group and individual instruction. Consultants assist in classroom activities and seminar discussions to develop the theoretical base for practical application. Evaluation on all aspects of the program is continuous.

District 3 Bilingual Program
New York City School District #3
Contact: George Sánchez, Project Director
589 Columbus Avenue
NEW YORK, NEW YORK 10025
(212) 874-7740

Spanish (Puerto Rican), French. Grades: K-4, 12 classes, 360 students; staff of 12 professionals. Ten schools: P.S. Numbers 9, 75, 84, 87, 145, 163, 165, 166, 179, 191. Second funding year.

The use of the native language as the main instructional vehicle before the second language is well developed leads to the student's improved academic performance, self-image, and cultural pride and identification. Greater facility with English as the second language is stressed. Bilingual classes function under an "open corridor" design to encourage maximum pupil interaction in the integrated situation and the opportunity for highly individualized instruction. College training for teachers and paraprofessionals and a Bilingual Resource Center are included in the project.

The Bilingual Mini-School
New York City Board of Education, District #4
Contact: Awilda Orta, Project Director
2351 First Avenue
NEW YORK CITY, NEW YORK 10035
(212) 534-5459

Spanish (Puerto Rican). Grades: 7-9, 9 classes, 225 students; staff of 12 professionals, 5 paraprofessionals. One school: John S. Roberts Junior High School No. 45. Fourth funding year.

This nongraded demonstration project stresses individual programming for a participant population that is 84% Spanish-dominant, mainly new arrivals to the United States. The program provides for intercultural interaction, maintenance and development of the native language, and second-language support instruction and guidance in the curriculum areas. Total education rather than ability to function in the second language is emphasized.

Bilingual (Dual-Bilingual) Education Program
New York City Community School District #5
Contact: Samuel La Salle, Project Director
433 West 123rd Street
NEW YORK, NEW YORK 10027
(212) 666-7567

Spanish (Puerto Rican), French (Haitian). Grades, classes, students, and staff - not known. One school. First funding year.

This recently-established program is designed to service the non-English-speaking children currently included in the school population. The dual-bilingual program includes a Spanish/English and a French/English component. Native English-speaking children are also included in the project; competence in a second language serves not only to extend the child's intellectual skills, but also to break down segregated barriers within the community.

Bilingual Focus for the 70's
New York City Community School District #6
Contact: Ben García, Project Director
665 West 182nd Street
NEW YORK, NEW YORK 10033
(212) 795-5400

Spanish (Puerto Rican). Grades: K-3, 25 classes, 895 students; staff of 28 professionals, 10 paraprofessionals. Five schools: P.S. 128, 132, 115, 192; Non-Public School Component-St. Elizabeth Private School. Second funding year.

This program stresses academic progress for children while they learn the second language. An atmosphere of harmonious, multicultural inter-action among the children, parents, teachers, and residents of the target area is cultivated. The program maintains a weekly program of English as a second language for Spanish speaking parents not fluent in English. It has a staff component of Bilingual Professional Assistant, Educational Assistant; the Advisory Group is composed by parents, members of the community and staff.

Public School 25-The Bilingual School
New York City Community School District #7
Contact: Mr. Luis A. Cartagena, Project Director
P. S. 25-The Bilingual School
811 East 149th Street
BRONX, NEW YORK 10455
(212) 292-7689

Spanish (Puerto Rican). Grades: K-6, 31 classes, 775 students; staff of 48 professionals, 23 paraprofessionals. One school: P.S. 25. Fourth funding year.

The central goal is to achieve equal student proficiency in both English and Spanish. Both languages are used concurrently for instruction in each area of the curriculum except Language Arts in each language. The percentage of second-language instruction increases with grade level: the kindergarten student receives five percent, the sixth grade student receives fifty percent. In-service training stresses bilingual education techniques. Curriculum materials are being developed and disseminated. An instructional materials center and school bilingual library have been established.

A Bilingual School Complex
Right to Read Bilingual Program
New York City Community School District #8
Contact: Luisa D. Cruz, Project Director
1967 Turnbull Avenue
NEW YORK, NEW YORK 10473
(212) 823-5730

Spanish (Puerto Rican). Grades: K-2, 5-6, classes, students, and staff - not known. Seven schools. Second funding year.

Emphasis is on developing communication skills in the native language to attain a level of achievement in understanding, speaking, reading, and writing comparable to English. Exposure to the balance of the school curriculum and experiences within the community furnish comparable experiences in the second language. Classes in the first-language arts and second-language instruction are combined with substantive area instruction in both languages in an integrated setting. Plans include the adaptation and development of curriculum materials in all subject areas, implementing in-service training for all staff, and providing for community participation through plans to mold the school into a multipurpose complex.

Right to Read activities: 1) Creation of a criterion-referenced test with directions in Spanish and English, culturally relevant to the New York Spanish Community. Behavioral objectives are keyed to reading materials and used to teach to the child's diagnosed reading needs. 2) Test items are developed in collaboration with McGraw Hill, California Test Bureau, District 8 personnel, parents and community members. Efforts are made to try out the test items on Spanish-background children and have them re-evaluated in the light of the responses.

The Bilingual Sister Schools
New York City Community School District #9
Contact: Antonio Alvarado, Project Director
Rafael Hernández Bilingual School
1377 Jerome Avenue
BRONX, NEW YORK 10452
(212) 681-5486

Spanish (Puerto Rican). Grades, classes, students, and staff - not known. Two schools: CES 25, Rafael Hernández. Second funding year.

Throughout this program major emphasis is placed on developing skills in the dominant and second languages through a series of carefully planned activities to develop bilingualism and biculturalism. Full guidance services are provided in the children's native language. Teacher aides and family workers assist children on a one-to-one basis and in small groups in teacher-directed activities. Parents, the Community Advisory Board on Bilingual Education, curriculum development specialists and teachers, design and adapt curriculum and materials to meet the children's specific needs, interests, and abilities.

Bilingual Mini School, P.S. 59
New York City School District #10
Contact: Felicita Serrano, Project Director
Public School 59
1385 Bathgate Avenue
BRONX, NEW YORK 10457
(212) 298-0320

Spanish (Puerto Rican). Grades: K-2, 9 classes, students - not known; staff of 8 professionals, 6 paraprofessionals. One school: P.S. 59, The Bilingual Mini-School. Second funding year.

The ultimate aim of this program is the establishment of a model Bilingual Mini-School where new techniques, methods, teaching staff, and parent and community involvement will be developed in order to prevent the linguistic and academic retardation of the Spanish-speaking child. Linguistically mixed classes are given instruction in both the native and second language; at least one subject is taught bilingually.

Title VII Bilingual Program
New York City Community School District #12
Contact: Carmen E. Rivera, Project Director
560 East 179 Street
BRONX, NEW YORK 10460
(212) 294-9365

Spanish (Puerto Rican). Grades: K-5, 25 classes, 776 students; staff of 38 professionals, 26 paraprofessionals. One school: The District 12 Bilingual School, P.S. 211. First funding year.

The project intends to achieve functional bilingualism, positive self-image, cultural pride, and intercultural understanding in the students and to develop skilled bilingual teachers. Classrooms are fully integrated, with groupings by language dominance. The student population is 66% Hispanic. Each student acquires basic skills and concepts in his dominant language; Mathematics and Science are acquired bilingually. Oral skills in the student's second language are developed in a structured language program. Instruction includes a cultural heritage unit. Staff development offers team training for teachers and paraprofessionals.

District 13 Bilingual Program
New York City Community School District #13
Contact: Carmen A. Pérez, Project Director
180 Sixth Avenue
BROOKLYN, NEW YORK 11217
(212) 636-8686

Spanish (Puerto Rican). Grades: K-3, 16 classes, 397 students; staff of 15 professionals, 15 paraprofessionals. Two schools: P.S. 282 and 133. Third funding year.

The ultimate aim of the project is the establishment of a bilingual elementary school where effective techniques, methods, curricula, and teaching staff will be developed. Functional bilingualism for both English-dominant and Spanish-dominant children, as well as biculturalism, are the overall goals. Instruction is provided by bilingual teachers. Supportive services are furnished by bilingual educational assistants. A bilingual early childhood coordinator is responsible for teacher training.

District 14 Bilingual Program
New York City Board of Education
Contact: Daniel N. Portelles, Project Director
223 Graham Avenue
BROOKLYN, NEW YORK 11206
(212) 388-3377

Spanish (Puerto Rican). Grades: PK-K, 5-7, classes, students, and staff - not known. Three schools: P.S. 122, I.S. 71, I.S. 49. Third funding year.

This project is supported in part by State Urban Education funds. It is designed to provide an intensive bilingual program of instruction in the participating schools, where the concentration of Spanish-speaking pupils ranges from 70 to 90 percent. The intermediate school program provides instruction in both the first and second languages in a departmentalized program which includes teams of professionals and paraprofessionals specializing in the various subject disciplines. Cultural enrichment is achieved through field trips and attending functions of the fine arts.

Bilingual Education in a Team Teaching Non-Graded Environment
New York City School District #16
Contact: Consuelo N. Vuolo, Project Director
1010 Lafayette Avenue
BROOKLYN, NEW YORK 11221
(212) 452-5525

Spanish (Puerto Rican). Grades: 1-2, 15 classes, 435 students; staff of 19 professionals, 15 paraprofessionals. Four schools: P.S. 75, 81, 151, 274. First funding year.

The students were given the CIA (Cooperative Inter-American Test of General Ability, English/Spanish) standardized test and the MAT (Michigan Oral Language Productive Test, English/Spanish). A participant constituency of 50% Spanish-dominant students has been implemented on the basis of the tests' results. The students are organized in clusters of 75 to 100, each under the leadership of a teacher team that plans and conducts lessons for the entire cluster. Individuals are subgrouped by achievement levels. This experimental technique provides for a nongraded educational program prescribed for each child at his own rate of progress through increasingly difficult experiences in two languages, reading, and mathematics.

Bilingual Center for Pre-Schoolers
New York City School District #17
Contact: Josephine Bruno, Project Director
c/o P.S. 138, 801 Park Place
BROOKLYN, NEW YORK 11216
(212) 467-3422

French (Haitian), Spanish (Puerto Rican). Grades: PK-K, 4 classes, 90 students; staff of 4 professionals, 6 paraprofessionals. One school: Bilingual Center for Pre-Schoolers. Second funding year.

The experimental center's goal is to prepare its children to function in their multicultural community and to prevent early onset of failure patterns by developing academic skills, establishing pride in the native tongue and culture, and motivating toward sustained success. "Balanced bilinguals" equally proficient in the first and second languages, as measured by testing, are being developed toward this end. Obligatory parental participation promotes the continuation of the educational process beyond the formal school.

District 20 Spanish Bilingual Program
New York City Community School District #20
Contact: Lydia Ramos, Project Director
1031-59th Street
BROOKLYN, NEW YORK 11220
(212) 492-5242

Spanish (Puerto Rican). Grades: K-8, classes - not known, 300 students; staff of 19 professionals, 1 paraprofessional. Two schools: Public School 140K, Our Lady of Perpetual Help. First funding year.

The primary objective is for entering Spanish-speaking children to ultimately achieve success from instruction given in English in the academic subjects. There is a sequential program and a diagnostic and/or specific set of measures and a library of Puerto Rican and other Spanish cultures and history. Teachers are trained to provide instruction in the setting in which objective, curriculum, and evaluation are highly specific (Individualized Instruction). It is hoped that the adult community understands, accepts, and values the program being evolved.

Bilingual/Bicultural Program
New York City School District #24 (Queens)
Contact: Carmen L. Velkas, Project Director
67-54 80th Street
MIDDLE VILLAGE, NEW YORK 11379
(212) 894-6047

Spanish (Puerto Rican). Grades: K-1, 9 classes, 210 students; staff of 9 professionals, 6 paraprofessionals. Three schools: P.S. 13, 89, 143. First funding year.

Bilingual instruction to facilitate student academic adaptability, native-language oral and reading skills, functional bilingualism, and intercultural exposure are main stresses. These are supported by intensive staff development activities and continuing educational opportunities, selection and adaptation of curriculum materials, and coordinated parental participation. Objective measures of progress toward goals are being developed for project and outside use. Integrated student classes are composed half and half of Spanish and English dominant children.

Adelante-Forward Bilingual Education Program
City School District of Rochester
Contact: John Benítez, Project Director
450 Humboldt Street
ROCHESTER, NEW YORK 14610
(716) 228-3080

Spanish (Puerto Rican). Grades: K-12, 35 classes, 890 students; staff of 41 1/2 professionals, 24 paraprofessionals. Four schools: Hendrik Hudson, Henry Lomb, Monroe Junior High, Franklin Senior High School. Fourth funding year.

Major goals of the program are balanced proficiency in both the dominant (native) language and the acquired (second) language, and academic achievement in the acquired language commensurate with the student's performance in the dominant language. Stu-

dents learn standard language in order to develop self-concept and assure continuous academic achievement; the second language is taught by native speakers to enhance adaptability in the language and better job opportunities. Primary efforts are to reverse the chronic pattern of academic failure of Spanish-speakers and establish closer communications patterns between the school and the minority group community.

Project ADVANCE
North Rockland Central School District
Contact: Raymond Negrón, Project Director
117 Main Street
STONY POINT, NEW YORK 10980
(914) 429-3826

Spanish (Puerto Rican). Grades: K-3, 11 classes, 263 students; staff of 12 professionals, 6 paraprofessionals. One school: West Haverstraw Elementary. Second funding year.

Team teaching with emphasis on small group and individual instructional program that is partially based on Piaget theory. Dominant-language instruction concentration begins at 85% and progresses to 50% within the early grades. The objective is the student's acquisition of skills and knowledge in either Spanish or English for future educational stability. The curriculum also incorporates multicultural exposure with the building of self-confidence in accepting instruction and social interaction.

OHIO

Lorain City Bilingual Education Program
Lorain School District
Contact: Gloria Gutiérrez, Project Director
1020 Seventh Street
LORAIN, OHIO 44052
(216) 244-9000

Spanish (Puerto Rican and Mexican). Grades: K-3, 14 classes, 347 students; staff of 12 1/2 professionals, 12 1/2 paraprofessionals. One school: Lincoln Elementary. Third funding year.

Oral Language Arts, Reading, and Mathematics curricula have been developed and tailored to both the Spanish- and the English-dominant student. Class composition is kept homogeneous and children change classes for instruction according to language.

Bilingual teachers have teamed with English dominant teachers according to grade. The cultural heritages of the Puerto Rican and the Mexican American are introduced.

OKLAHOMA

Seminole Bilingual Education Program
Strother School District #14
Contact: Ronnie S. West, Project Director
East Central State College
ADA, OKLAHOMA 74820
(405) 332-8000 Ext. 3766

Muskogean (Seminole Dialect). Grades: K-2, 12 classes, 196 students; staff of 3 professionals, 13 paraprofessionals. Six schools: Strother, Bowlegs, Justice, Sasakwa, Wolf, and Pleasant Grove Schools. First funding year.

Because the target children are culturally deprived, inadequately developed in both English and Seminole, and come from low income homes, stress is placed on the active and passive communication skills in both languages and on the students' understanding of both American and Seminole cultures. Goals are stated in behavioral terms. Project support components are materials development, staff development, community involvement, and management.

Choctaw Bilingual Education Program
McCurtain County Superintendent of Schools
Contact: Pierce Martin, Project Director
Southeastern State College
DURANT, OKLAHOMA 74701
(405) 924-0121 Ext. 2105

Choctaw. Grades: K-3, 28 classes, 752 students; staff of 28 professionals, 8 paraprofessionals. Four schools: Battiest, Broken Bow, Wright City, Smithville. Third funding year.

Staff development is a major effort for this project. Choctaw young people serve as school-community liaison personnel as they prepare to become elementary teachers in their unique bicultural setting. The project coapplicant, Southeastern State College, provides technical assistance to the project and offers a curriculum specially adapted to the needs of these liaison people by giving attention to their background in several course areas; also, courses in Choctaw and theory-practice integration seminars have been added.

Cherokee Bilingual Education Program
Greasy Board of Education
Contact: Doyle Wofford, Project Director
P. O. Box 769
TAHLEQUAH, OKLAHOMA 74464
(918) 456-6177

Cherokee. Grades: 1-5, 18 classes, 416 students; staff of 18 professionals, 18 paraprofessionals. Four schools: Greasy Elementary, Marble City, Tenkiller School, Lost City School. Fourth funding year.

Development of fluency and literacy in both Cherokee and English are stressed for the Cherokee children and Cherokee is offered to English speakers. The use of Cherokee through the second grade is presently oral only. The syllabary (literacy) is introduced in the third grade. Units on history, social studies, and contemporary Cherokee life are being developed in both languages. As there are no Cherokee-speaking teachers in the four pilot schools, Cherokee language skills are being taught by bilingual aides who are being trained in the syllabary and have modified ESL techniques to teach Cherokee as a second language.

OREGON

Bilingual-Bicultural Project, Title VII
Woodburn Public School District #103-C
Contact: Miguel A. Salinas, Project Director
1800 West Hayes
WOODBURN, OREGON 97071
(503) 981-9561

Spanish (Mexican-American), Russian. Grades: 1-3, 13 classes, 274 students; staff of 13 professionals, 11 paraprofessionals. Two schools: Washington, Nellie Muir. Third funding year.

The project cooperates with Portland State University to provide intensive in-service training and with Northwest Regional Educational Laboratories for evaluation. Curricula are being developed and adapted; a main source of materials is the Materials Acquisition Project in San Diego, California. Russian materials acquisition is a major field of concentration due to lack of availability. The schools' calendars are adjusted to conform with special holidays for the Russian Old Ritualist believers.

PENNSYLVANIA

An Exemplary Program of Bilingual Education
West Chester Area School District
Contact: Rosa Inés Rosa, Project Director
Fugett Elementary School
Gay and Adams Streets
WEST CHESTER, PENNSYLVANIA 19380

Spanish (Puerto Rican). Grades: K-2, Special Education; 14 classes, 96 students; staff of 17 professionals, 13 paraprofessionals. One school: J. R. Fugett Elementary. Second funding year.

The basic instructional program component consists of bilingual curricula K-2 and includes concept formation and basic literacy and skills in the native language, an introduction to the second language, cross-cultural experiences, and maximum success in the school environment. The materials component examines existent materials, determines suitability for use in the bilingual school, and develops those necessary for achieving objectives. Summer workshops and frequent in-service meetings enhance staff development. Radio programs and Bilingual Meetings serve to disseminate information about the program, parents are encouraged to enroll in Spanish and English classes offered through the District Adult Basic Education Program.

Let's Be Amigos
School District of Philadelphia
Contact: Eleanor L. Sandstrom, Project Director
Parkway at 21st Street
PHILADELPHIA, PENNSYLVANIA 19103
(215) 448-3334

Spanish (Puerto Rican). Grades: PK-12, 49 classes (135 High School Sections), 2705 students; staff of 11 professionals, 31 paraprofessionals. Eleven schools: Ludlow, Waring, Miller, Bethune-Wright, Potter-Thomas Elementaries; Penn Treaty, Stoddart Fleisher Junior Highs; Edison, Kensington, William Penn, Ben Franklin High Schools. Fourth funding year.

The program consists of three components: Model A, B, and Arriba. Model A (PK-3) includes teams of one English- and one Spanish-speaking teacher in each class; pupils receive instruction in the mother tongue part day, and in the second language part-day, though exposure to this is limited at this level, and emphasis is on development of oral control. The Model B (1-2) program is similar except that second language instruction is provided by itinerant subject specialists. ARRIBA (Upper Elementary-High School) offers ESL and grade-level subjects; Senior High

School students may choose combinations of bilingual and regular course offerings. A major activity of the project is materials development and acquisition in three areas: commercial, commercially being adapted or translated, locally produced, including audio-visual. The locally-produced are preferred, as they meet specific needs and cover most subjects and levels of the curriculum.

PUERTO RICO

Bilingual Education Program
Bayamón Sur School District
Contact: Dr. Adela M. Méndez, Project Director
Department of Education
HATO REY, PUERTO RICO 00919
(809) 765-1365

Spanish (Puerto Rican). Grades: 7-9, 10 classes, 300 students; staff of 13 professionals, 3 paraprofessionals. One school: José Padín Junior High School. Second funding year.

The target group is returnees from the mainland who have little or no capability in Spanish, the language of instruction in Puerto Rico. Language learning situations of benefit to both natives and returnees have been set up. Community enthusiasm is great among executives and owners of industrial enterprises who need bilingual employees, as well as community leaders. Special success has been attained in providing an atmosphere of emotional security for children arriving from the United States, while they in turn enrich the ESL learning situation for the native children.

RHODE ISLAND

Pawtucket Bilingual Project
Pawtucket School District
Contact: Iva da Silva, Project Director
School Administration Building, Park Place
PAWTUCKET, RHODE ISLAND 02860
(401) 722-0300

Portuguese, Spanish. Grade: 5; 1 class, 100 students; staff of 7 professionals, 1 paraprofessional. One school: Anna J. Burns Elementary School. First funding year.

The tricultural aspect of the program is emphasized through the social studies curriculum, which is designed to develop a mutual appreciation of the three groups involved. The program is conducted in an open classroom in a new open-space, ungraded school. Special efforts are made at the middle-grades to reduce and eventually eliminate the drop-out problem among the foreign-speaking enrollment.

Providence Plan for Bilingual Education
Providence Public School Department
Contact: Frank Piccirilli, Jr., Project Director
455 Wickenden Street
PROVIDENCE, RHODE ISLAND 02906
(401) 331-0071

Portuguese. Grades: 1-5, 10 classes, 250 students; staff of 11 professionals, 10 paraprofessionals. One school: Fox Point Elementary. Fourth funding year.

Classes are 50% each Anglo and Portuguese students. The second language time allotment is designed for steadily increasing percentages. A pre-service program is held each summer for four weeks. Specialized Portuguese materials are being developed. The project is to house the Portuguese Material Acquisition Center for the Southeastern New England area.

SOUTH DAKOTA

Lakota Bilingual Education Project
Loneman Day School--Bureau of Indian Affairs
Contact: Stan Lyman, Project Director
Loneman Day School--BIA
OGLALA, SOUTH DAKOTA 57764
(605) 867-5123

Lakota. Grades: K-2, 8 classes, 198 students; staff of 7 professionals, 11 paraprofessionals. Two schools: Loneman Day School, Red Cloud Indian School. Second funding year.

A primary need is being met in this project by the development of concrete grade-level materials useful to the students: community persons aid in their illustration and evaluation. Kindergarteners learn basics, as counting, color-identification, body parts. In the first grade concepts as food, clothing and animal identification are presented also in both languages.

Children are exposed to Resource Units developed locally which cover the areas of math, social studies, and science. Pre- and post-testing, designed for the units, is conducted. A most successful aspect of the project has been staff development: aides take courses in order to become fully certified bilingual teachers, and courses have been added as a result at Black Hills State College. Parental/community involvement is active and has resulted in newsletters and imitation in nearby schools.

TEXAS

HABLA - Helping Advance Bilingual Learning in Abernathy
Abernathy Independent School District
Contact: Wendell Jones, Project Director
Drawer E
ABERNATHY, TEXAS 79311
(806) 298-2133

Spanish (Mexican American). Grades: K-3, 12 classes, 307 students; staff of 12 professionals, 6 paraprofessionals. One school: Abernathy Elementary. Fourth funding year.

The primary project objective is to reduce the Mexican American dropout rate at the primary level. Therefore, the children are taught the basic curriculum in their dominant language until their mastery of English is sufficient for use as the main language of instruction and for future academic progress. English speakers who are enrolled increase exposure to that language, they learn Spanish as a Second Language, and promote intercultural understanding.

Project ABLE
Abilene Independent School District
Contact: W. T. Poulos, Project Director
842 Mockingbird
ABILENE, TEXAS 79603
(915) 673-1421

Spanish (Mexican American). Grades: K-3, 25 classes, 642 students; staff of 25 professionals, 14 paraprofessionals. Three schools: Woodson Kindergarten, College Heights, Fannin. Second funding year.

Bilingual instruction reaches a level of 50% in the second language. Materials are developed in the project and tested through classroom use. Both pre-service and in-service staff development programs are conducted. The target population is tri-ethnic.

Bilingual Early Childhood Education Program
Alice Independent School District
Contact: Arnoldo Salinas, Project Director
200 North Reynolds
ALICE, TEXAS 78332
(512) 664-0981

Spanish (Mexican American). Grades: K-3, 15 classes, 405 students; staff of 15 professionals, 11 paraprofessionals. Four schools: Mary R. García, Nayer, Sáenz, Salazar. Third funding year.

Children initially entering the program are substandard in oral language abilities. Therefore, the major emphasis in the lowest grades is the development of oral skills in both English and Spanish. Development of active as well as passive mastery in these languages is stressed in subsequent grades.

Bilingual Instruction Through Television
Education Service Center, Region XIII
Contact: Michael Pool, Project Director
6504 Tracor Lane
AUSTIN, TEXAS 78721
(512) 926-8080 Ext. 33

Spanish (especially Mexican American). Grades: K-2, Nationally televised project; staff of 3 professionals. Telecast nationwide by Public Broadcasting Service. Third funding year.

A series of videotaped half-hour color television program entitled Carrascolendas has been designed to alleviate language and learning difficulties common to Spanish-speaking five, six, and seven-year-old children. The program aims to improve community attitudes toward these children, and engender and reinforce positive self-images in them. Drama, music, art, and humor are used to introduce concepts in Spanish oral skills and reading, English language skills, Science, Math, History, Culture, and Self-Concept. Mexican American folk poetry, jokes, riddles, and *dichos* (sayings) are used. Research and continual evaluation of the program involve linguists, bilingual education teachers, and subject-matter consultants from the University of Texas, as well as parents and children. The program won the 1972 CPB Local Programming Award, the 1973 Ohio State Award for Excellence in Community-Oriented Broadcasting, and is a nominee for the 1972 Emmy National Award for Community Service.

Dissemination Center for Bilingual Bicultural Education
Education Service Center, Region XIII
Contact: Juan D. Solís, Project Director
6504 Tracor Lane
AUSTIN, TEXAS 78721
(512) 926-8080 Ext. 42

All Title VII ESEA Project Languages and Cultures. Staff of 5 professionals, 1 paraprofessional. Nationally-oriented project - 216 projects. First funding year.

Project staff are oriented to the following goals: Determine which project-developed (Title VII ESEA) materials are suitable for duplication and distribution; Reproduce and distribute these materials on the basis of established needs of the projects; Survey instructional materials available commercially in the United States; Publish annotated listings of suitable project-developed and commercial materials (CARTEL); Implement a feedback system to determine effectiveness with specific target populations of selected materials; Collect, analyze, and disseminate data on Title VII ESEA projects in progress; and Effect a positive increase in inter-project communication throughout the country in order to decrease duplication of effort.

Region XIII, Bilingual Education Program
Education Service Center, Region XIII
Contact: María Barrera, Project Director
6504 Tracor Lane
AUSTIN, TEXAS 78721
(512) 926-8080 Ext. 36

Spanish (Mexican American). Grades: 1-4, 19 classes, 520 students; staff of 19 professionals, 9 1/2 paraprofessionals. Three schools: Zavala Elementary (Austin), Montopolis Community School (Austin), Lockhart Elementary (Lockhart). Fourth funding year.

Bilingual reading competence and development of mathematics and social studies vocabularies are stressed. A cultural program utilizes a cultural guide (Information and Materials To Teach the Cultural Heritage of the Mexican American Child) developed by the Service Center, and incorporates folklore. A bilingual Montessori school is sponsored by the project. Parents are trained in the home use of educational toys. A parent room in one of the schools contains equipment and materials parents can use as needed.

Bishop CISD Bilingual Program
Bishop Consolidated Independent School District
Contact: Mrs. Adela Martínez, Project Director
P. O. Box 788
BISHOP, TEXAS 78343
(512) 584-3591 Ext. 54

Spanish (Mexican American). Grades: K-3, 7 classes, 177 students; staff - not known. Two schools: Eastside, Westside. First funding year.

This is a bilingual education program which uses the team-teaching approach. Second and third grade classes are in an open-area building.

To Be Bi-Lingual Is To Be Bi-Cultural
Brownsville Consolidated Independent School District
Contact: Mr. José Oscar Barbour, Project Director
1102 East Madison
BROWNSVILLE, TEXAS 78520
(512) 546-3101

Spanish (Mexican American). Grades: K-1, 52 classes, 1539 students; staff of 52 professionals, 27 paraprofessionals. Twelve schools: Resaca, Webb, Canales, Skinner, Castañeda, Longoria, Putegnat, Clearwater, El Jardín, Victoria Heights, Villa Nueva, Cromack. Second funding year.

The primary thrust of this program is the development of oral English and Spanish reading skills for kindergarten and first grade children. Bi-monthly in-service meetings offer special training programs for participating teachers.

Colorado City Center to Aid Bilingual Education (CABLE)
Colorado Independent School District
Contact: Esten Blackmon, Project Director
1435 Elm Street
COLORADO CITY, TEXAS 79512
(915) 728-3471

Spanish (Mexican American). Grades: K-2, 10 classes, 258 students; staff of 12 professionals, 4 paraprofessionals. One school: Kelley Elementary. Third funding year.

This is bilingual program which uses cable television to televise classroom activities to the cable television-viewing public. Kindergarten rooms are arranged in from ten to seventeen "interest centers" from which children choose educational activities. High school students act as volunteer aides.

Aprendemos En Dos Idiomas (AED.)
CORPUS CHRISTI Independent School District
Contact: Jesús R. Maldonado, Project Director
P. O. Box 385
Orange Grove, Texas 78372
(512) 384-2243

Spanish (Mexican American). Grades: K-2, 16 classes, 480 students; staff of 16 professionals, 16 paraprofessionals. Three schools: Crockett, Evans, Travis Elementary. Third funding year.

The program is designed to meet the special educational needs of children from low-income, non-English-speaking families. It is intended that participants develop competence in English, greater proficiency in their dominant language, and increased ability to achieve academically.

Crystal City Bilingual-Bicultural Education Project for Spanish/ English-Speaking Children
Crystal City Independent School District
Contact: Nevolena Jaime, Project Director
805 East Crockett Street
CRYSTAL CITY, TEXAS 78839
(512) 374-3329

Spanish (Mexican American). Grades: K-3, 29 classes, 858 students; staff of 25 professionals, 64 paraprofessionals. Two schools: Zavala, Airport. Second funding year.

Oral and written bilingual education is stressed in this program. Materials for Social Studies units and Spanish Language Arts are being developed for program use. Parent participation and strong community backing have been great boons to success in the program.

Bilingual-Multicultural Education Program
Dallas Independent School District
Contact: Pablo Pérez, Project Director
919 South Lamar
DALLAS, TEXAS 75204
(214) 744-5934

Spanish (Mexican American). Grades: K-3 and secondary, 70 classes, 1878 students; staff of 69 professionals, 39 paraprofessionals.

Twelve schools: Gabe P. Allen, Benito Juárez, Sidney Lanier, Fred Douglass, Sam Houston, Maple Lawn, Ben Milam, William B. Travis, St. Mary of Carmel, Holy Trinity, St. Ann, and North Dallas High School. Second funding year.

This multicultural program begins a child's language development in his dominant language and gradually introduces the second language. English and Spanish are the languages of instruction in the elementary grades. The program is designed to include self-awareness, self-confidence, socio-cultural self identification, and responsible human relationships. A locally-produced bilingual curriculum is being pilot-tested.

Bilingual Education Program
San Felipe - Del Río Consolidated School
Contact: J. B. Peña, Project Director
P. O. Box 1229
DEL RIO, TEXAS 78840
(512) 775-9561

Spanish (Mexican American). Grades: PK-4, 84 classes, 2541 students; staff of 85 professionals, 3 1/2 paraprofessionals. One school district: San Felipe del Río Consolidated. Fourth funding year.

This program is operating under a court-ordered Comprehensive Educational Plan requiring bilingual and bilingual education in all grades--early childhood through high school; the project had been going on previously. The main objective is to meet the needs of the Spanish-speaking child with limited English vocabulary. The program values English as the formal language of instruction, but uses the child's home language in order that he may derive a beneficial effect upon his education by preventing retardation in school performance and developing literacy in his mother tongue. Guidance and counseling, as well as instructional, personnel are bilingual. Culture and history of Mexico and Mexican Americans develop self-esteem and pride. A bicultural Home Economics program is included. Home room teachers teach in English, and a Resource teacher teaches the bilingual program components.

Del Valle Bilingual Education Program
Del Valle Independent School District
Contact: George O. Head, Jr., Project Director
Smith Elementary School
6800 Burleson Road
DEL VALLE, TEXAS 78617
(512) 385-5121

Spanish (Mexican American). Grades: PK-8, 9 classes, 225 students; staff of 9 professionals, 4 paraprofessionals. Two schools: Smith Elementary, Del Valle Junior High. Third funding year.

This program is designed to meet the needs of children whose dominant language is Spanish, at both the elementary and secondary levels. It includes Spanish-and English-speaking children. Current enrollment 66% Mexican American, 27% Anglo, 7% Black.

Eagle Pass Elementary Bilingual Program
Eagle Pass Independent School District
Contact: Theodore A. Wipff, Project Director
San Luis School, 2090 William Street
EAGLE PASS, TEXAS 78852
(512) 773-6636

Spanish (Mexican American). Grades: K-1, 13 classes, 313 students; staff of 13 professionals, 7 paraprofessionals. Five schools: San Luis, Austin, Webster, Benavides Heights, Lee. First funding year.

The primary thrust of the program is to develop positive self-concept through Spanish-language and culture development in economically-deprived Mexican American children. Parents serve as paraprofessional aides, and their participation is emphasized in evening Parental Involvement meetings, where parents state with openness their concerns.

Bilingual Education Program
Edinburg Consolidated Independent School District
Contact: Ruben Rodriguez, Project Director
P. O. Box 900, 101 North 8th
EDINBURG, TEXAS 78539
(512) 383-4951

Spanish (Mexican American). Grades: K-5, 53 classes, 1045 students; staff of 6 professionals, 6 paraprofessionals. Schools - not known. Third funding year.

This is a bilingual program which has stressed materials development. Locally developed tapes, transparencies, songs, and stories have been used in Spanish language arts, social studies, and math at all six instructional levels.

Region One Bilingual Project
Education Service Center, Region I
Contact: A. R. Ramírez, Project Director
101 South Tenth Street
EDINBURG, TEXAS 78539
(512) 383-5611 Ext. 52

Spanish (Mexican American). Grades: K-3, classes - not known, 1508 students; staff - not known. Fourth funding year.

The development of Spanish language instructional materials in the areas of reading and mathematics is emphasized. These include a programmed self-instruction course in reading and writing, utilizing audio-visual equipment, a teacher-directed reading program, and individually prescribed mathematics instruction. Two kits have been made available - the Region One Curriculum Kit (ROCK) and the Region One Literacy Lessons (ROLL).

Programa Bilingüe ALMA
El Paso Independent School District
Contact: Marie A. Ruíz-Esparza, Project Director
6531 Boeing Street
Education Center Annex
EL PASO, TEXAS 79925
(915) 779-3781 Ext. 224

Spanish (Mexican American). Grades: K-3, 38 classes, 1069 students; staff of 34 professionals, 22 paraprofessionals. Three schools: Aoy, Hart, Roosevelt. Third funding year.

The primary thrust of this program is to make the students truly bilingual by striving to make them equally efficient in either and both languages. The unique feature of the program is the fact that all the teachers and all the aides are bilingual. The most successful aspect of the project is the entire Title VII staff working as a team for the betterment of the children. Self-concept development through the study of cultural heritage is emphasized.

Programa En Dos Lenguas
Fort Worth Independent School District
Contact: Rodolfo Rodríguez, Project Director
3210 West Lancaster
FORT WORTH, TEXAS 76107
(817) 336-8311 Ext. 297

Spanish (Mexican American). Grades: PK-4, 81 classes, 2178 students; staff of 81 professionals, 38 paraprofessionals. Eight schools: Worth Heights, Charles Nash, Circle Park, Denver, Washington Heights, Brooklyn Heights, H. V. Helbing, M. C. Ellis Preschool. Fourth funding year.

Bilingual education through active instruction in English and Spanish is stressed by the project. Major objectives are to promote academic achievement, bilingualism, and the development of positive self-concept. Basic academic concepts are taught bilingually. A wide variety of materials have been developed and adapted in the program for instructional and resource purposes.

Bilingual Early Childhood Education Program
Galveston Independent School District
Contact: Ernestine Hernández, Project Director
Early Childhood Center, 1502 Postoffice Street
P. O. Box 660
GALVESTON, TEXAS 77550
(713) 765-6378

Spanish (Mexican American). Grades: P-1, 8 classes, 204 students; staff of 8 professionals, 10 paraprofessionals. Three schools: Early Childhood Learning Center, Rosenberg, San Jacinto. Third funding year.

This program is aimed at socially and economically deprived children, whether they be Black, Anglo, or Mexican American. The curriculum is based on the Southwest Educational Development Laboratory's Early Childhood model. Auxiliary services available to program participants include nutritional and psychological services, nurses services, social work and speech therapy.

Bilingual Education Program
Houston Independent School District
Contact: Raúl Muñoz, Jr., Project Director
3202 Weslayan Road, Suite 252
HOUSTON, TEXAS 77027
(713) 621-4046

Spanish (Mexican American). Grades: K-12, 52 classes, 1262 students; staff of 41 professionals, 19 1/2 paraprofessionals. Nine schools: Anson Jones, Bruce, Crawford, Lamar, Looscan, Ryan and Sherman Elementary schools; Marshall Junior High; Jeff Davis Senior High. Fourth funding year.

The purpose of this program is to develop and enhance the student's education by providing him with bilingual, bicultural experiences.

In-service training programs and bilingual consultants are used to improve curriculum and teaching strategies. Parent involvement brochures are used. Domain observation checklists and cognitive rating scales are used by teachers to record attitudinal changes and achievement and to identify problem areas needing special attention.

Kingsville Bilingual Education Project
Kingsville Independent School District
Contact: Kathryn E. Garza, Project Director
P. O. Box 871
KINGSVILLE, TEXAS 78363
(512) 592-3387

Spanish (Mexican American). Grades: K-3, 11 classes, 288 students; staff of 11 professionals, 9 paraprofessionals. One school: Colston. Third funding year.

The staff of this project are either bilingual or know some Spanish. Children are taught oral and reading comprehension in Spanish and English and vocabulary improvement is stressed. Positive self-concept development is emphasized. Morphological drills are used as techniques for teaching English to the Spanish-speaking children.

Hacia Nuevos Horizontes
La Joya Independent School District
Contact: Irene M. Garcia, Project Director
P. O. Box 120
LA JOYA, TEXAS 78560
(512) 585-4855 Ext. 36

Spanish (Mexican American). Grades: K-6, 42 classes, 1383 students; staff of 42 professionals, 32 paraprofessionals. Three schools: Memorial, J.F. Kennedy, Nellie Schunior Junior High. Fourth funding year.

This program aims to help children achieve their proper academic level through bilingual education. Parents participate in PTA meetings, volunteer classroom work, and on excursion trips. Self-concept development is stressed, so the child feels free to express himself in the language in which he is most comfortable to express himself.

Bilingualism for the Conceptualization of Learning
Laredo Independent School District
Contact: Evangeline Ornes, Project Director
1717 Houston
LAREDO, TEXAS 78040
(512) 722-3543

Spanish (Mexican American). Grades: K-7, 16 classes, 479 students; staff of 18 professionals, 3 paraprofessionals. Three schools: Urbahn, and Hermelinda Ochoa Elementary Schools; L. J. Christen Junior High School. Fourth funding year.

Consultants are utilized in staff development and as [illegible]tal-project resources. Resource teachers use Piagetian-oriented intervention strategies. Acquisition of bilingual instructional and other materials, including audio-visual, has been extensive; a variety of project-developed and adapted materials has been produced, some commercially. Parent acceptance is high.

United Bilingual Education Project
United Independent School District
Contact: Mrs. Dolores A. Earles, Project Director
700 Del Mar Boulevard
LAREDO, TEXAS 78040
(512) 722-3938

Spanish (Mexican American). Grades: 2-5, 35 classes, 970 students; staff of 43 professionals, 5 paraprofessionals. Four schools: Nye, Masterson, United Intermediate School, Mary Help of Christians Catholic School. Fourth funding year.

The goal of this program is to enable children to gain skills in understanding, speaking, reading, and writing in English and Spanish. Cultural heritage and positive self-concept development are stressed through language arts, history, music, and folklore. A further emphasis is the providing of students with the necessary tools for academic progress.

A Bilingual Elementary Education Program
Lubbock Independent School District
Contact: Doris Rector, Project Director
1628-19th Street
LUBBOCK, TEXAS 79401
(806) 747-2641

Spanish (Mexican American). Grades: K-3, 16 classes, 388 students; staff of 16 professionals, 12 paraprofessionals. Four schools: Harwell, Tubbs, McWhorter, Wolffarth. Fourth funding year.

This bilingual project has developed a bilingual kindergarten handbook and a multi-media "Mexican-American Community Helpers" Unit to facilitate teaching. Cultural development is emphasized.

McAllen Bilingual Education Program
McAllen Independent School District
Contact: Thelma Santos, Project Director
110 South Tenth Street
MCALLEN, TEXAS 78501
(512) 686-0515 Ext. 30

Spanish (Mexican American). Grades: 1-4, 30 classes, 818 students; staff of 4 professionals, 12 paraprofessionals (2 grades funded locally). Six schools: Bonham, Thigpen, Zavala, Sam Houston, Wilson, Alvarez. Fourth funding year.

In this program the audio-lingual approach to bilingual education which consists of listening, thinking, and repetition of oral language exercises is used. Instructional, staff development, community involvement, and materials development components are vital in the program. In-service programs to train parents and prepare teachers for the classroom are held biannually. An advisory board meets once a month.

Orange Grove Bilingual Education Program
Orange Grove Independent School District
Contact: Paul B. Box, Jr., Project Director
Drawer N
ORANGE GROVE, TEXAS 78372
(512) 384-2496

Spanish (Mexican American). Grades: K-3, 11 classes, 277 students; staff of 14 professionals, 11 paraprofessionals. One school: Orange Grove Elementary. Third funding year.

Local adaptations of team and cooperative teaching are used in this bilingual program. Community support is encouraged. Two college level Spanish courses are offered to community members. It is planned to add one grade level per year to the program.

Podemos Ser Justos Amigos
Pharr-San Juan-Alamo Independent School District
Contact: Alejo Salinas, Project Director
Drawer Y
PHARR, TEXAS 78577
(512) 787-6971

Spanish (Mexican American). Grades: K-3, Special Education, 63 classes, 1800 students; staff of 63 professionals, 38 1/2 paraprofessionals. Eleven schools: Franklin, Fulton, Bowie, Doedyns, Clover, Sorensen, Ford, Buell, Carnahan, Whitney, Napper. Second funding year.

The primary emphasis of this program is to enable the child whose native language is Spanish to compete and succeed academically. English-speaking children are taught Spanish as a second language. Locally prepared Science, Bicultural Heritage, and Social Studies units are being used.

"We Speak Spanish and English"
Port Isabel Independent School District
Contact: Maria E. Torres, Project Director
Postal Drawer AH
PORT ISABEL, TEXAS 78578
(512) 943-1352

Spanish (Mexican American). Grades: K-3, Special Education, 19 classes, 495 students; staff of 20 professionals, 12 paraprofessionals. Two schools: Garriga, Derry. Third funding year.

To provide bilingual, bicultural education for every child regardless of his dominant language or ethnicity is the aim of this project. Cooperative teaching exists in grades K-2 and a semi-departmentalized situation is used in grades 3-4. Both methods involve bilingual and monolingual teachers. Staff development and community involvement are important components in the project.

Developing Bilingual Citizens
Rio Grande City Consolidated Independent School District
Contact: José G. Villarreal, Project Director
Fort Ringgold
RIO GRANDE CITY, TEXAS 78582
(512) 487-2023

Spanish (Mexican American). Grades: K-2, 25 classes, 750 students; staff of 25 professionals, 25 paraprofessionals. Five schools: West, North Grammar Schools; La Unión School; Ringgold, Grulla Primary School. First funding year.

The bilingual bicultural approach is used in this program, designed primarily to meet the educational needs of Spanish-speaking children who lack English-speaking ability. Competence in English, proficiency in Spanish, and bicultural self-esteem are the program's aims. Curriculum development and community involvement are emphasized.

Robstown I.S.D. Bilingual Education Program
Robstown Independent School District
Contact: Ernesto Carrillo, Project Director
801 North First Street
ROBSTOWN, TEXAS 78380
(512) 387-2511

Spanish (Mexican American). Grades: K-2, 12 classes, 329 students; staff of 12 professionals, 4 paraprofessionals. Four schools: Salazar, Hutto, St. Anthony, Lotspeich. First funding year.

The aims of this project are to enable a child to learn the basic educational concepts in his dominant language while he develops his second language, and to insure his positive self-concept through emphasis on cultural heritage. Children can communicate freely in their dominant language while at school.

English-Spanish Environmental Experience School
San Angelo Independent School District
Contact: Joel Vela, Project Director
100 North Magdalen
SAN ANGELO, TEXAS 76901
(915) 655-5741 Ext. 256

Spanish (Mexican American). Grades: K-3, 19 classes, 521 students; staff of 22 professionals, 9 paraprofessionals. Five schools: Sam Houston, Ft. Concho, Rio Vista, Belaire, Reagan. Fourth funding year.

The intent of this program is to enable children to progress academically through bilingual, bicultural education. The approach is to teach in Spanish as well as to teach the Spanish language. Activities such as Christmas "Posadas" and "Cinco de Mayo" festivities are designed to increase the child's cultural awareness and self-esteem.

Better Education Through Bilingualism
Edgewood Independent School District
Contact: Gloria Gámez, Project Director
5358 West Commerce Street
SAN ANTONIO, TEXAS 78237
(512) 433-2361 Ext. 200/201

Spanish (Mexican American). Grades: 1-4, 83 classes, 2490 students; staff of 83 professionals, 42 paraprofessionals. Fifteen schools: Las Palmas, L.B. Johnson, Lincoln, Loma Park, Burleson, Cenizo Park, Coronado, Edgewood, Emma Frey, Gardendale, Guerra, H.B. Gonzáles, H.K. Williams, Roosevelt, Stafford. Fourth funding year.

The Edgewood program has four major components including parental involvement, staff development, curriculum development, and an instructional program. Parents attend adult education classes and work as classroom aides and consultants. In-service teacher-training programs have included courses in the development of a classroom environment and learning centers as well as language instruction. Readers called "Tesoros de Mi Raza" have been developed to promote cultural heritage and self-concept; a "concept and values" program is being used in the social studies area of the curriculum.

Bilingual Early Childhood Education Program
Alamo Heights Independent School District
Contact: James F. Clapp, Project Director
703 Trafalgar
SAN ANTONIO, TEXAS 78216
(512) 341-0401

Spanish (Mexican American). Grades: PK-2, 9 classes, 184 students; staff of 9 professionals, 6 paraprofessionals. Two schools: Howard, Robbins. Third funding year.

In this project the staff strives to provide those experiences which will enable both Mexican American and Anglo children to function effectively in two languages and cultures. Language and concept training begin at the Pre-Kindergarten level. Community support has been actively cultivated.

Proyecto Bilingüe Intercultural
San Antonio Independent School District
Contact: Alberto Villarreal, Project Director
Cooper Junior School
1700 Tampico Street
SAN ANTONIO, TEXAS 78207
(512) 227-4195

Spanish (Mexican American). Grades: K-1, 6-7, 10-12, 60 classes, 1606 students; staff of 51 professionals, 16 paraprofessionals. Sixteen schools: Barkley, Bonham, Bowie, Brackenridge, Brewer, Carvajal, Crockett, Hillcrest, Johnson, King, Ivanhoe and Ogden Elementary Schools; Cooper, Rhodes, and St. Leo's Junior High Schools; Lanier High School. Fourth funding year.

The program is conducted in various schools from the Kindergarten through high school levels. The program has developed and uses a Multi-media Learning System for Mexican American children.

Southside I.S.D. Bilingual Program
Southside Independent School District
Contact: Eva Rivera, Project Director
Route 7, Box 267
SAN ANTONIO, TEXAS 78221
(512) 626-2711

Spanish (Mexican American). Grades: K-3, 11 classes, 365 students; staff of 11 professionals, 6 paraprofessionals. One school: Buena Vista Elementary. Second funding year.

To provide a strong Language Arts component which emphasizes oral language development and concept learning in first and second language instruction, ESL and SSL is the goal of this project. Team teaching, multi-level teaching, individualized instruction, and parent volunteers serving as aides are the program's unique features. Community involvement is stressed.

Un Paso Más Adelante
San Diego Independent School District
Contact: Ramón H. Tanguma, Project Director
609 Labbe Avenue
SAN DIEGO, TEXAS 78384
(512) 279-3360

Spanish (Mexican American). Grades: 4-6, 14 classes, 414 students; staff of 14 professionals, 7 paraprofessionals. One school: Archie Parr Elementary. First funding year.

All subject areas in this program are taught in Spanish and English. Reading and communication skills are emphasized. Teachers decide student needs and comprehension levels, and pace their bilingual teaching accordingly. A parent coordinator explains the program to parents and encourages class visits. She also provides transportation for parents who visit classes or serve as aides. A parent advisory committee meets monthly to discuss curriculum. In-service training is based on critiques presented by Title VII office staff, who regularly observe teachers.

Bilingual Instruction for Grades K-5
Southwest Texas State University
San Marcos Independent School District
Harlandale Independent School District
Contact: Mr. René González, Project Director
Southwest Texas State University
217C Education Building
SAN MARCOS, TEXAS 78666
(512) 392-4905

Spanish (Mexican American). Grades: K-5, 80 classes, 2201 students; staff of 80 professionals, 46 1/2 paraprofessionals (2 grades funded locally). Twelve schools: Collier, Columbia Heights, Flanders, Gerald, Mission, Rayburn, Stonewall, Wright (Harlandale I.S.D.); Bonham, Bowie, Crockett, Travis (San Marcos I.S.D.); Southwest Texas State University. Fourth funding year.

This program is designed to provide bilingual education to children who have limited English-speaking ability. Due to parental request, 18% monolingual English speaking children have been accepted into the program. The Anglo children will learn to function well in two languages and their cultural outlook will be broadened. The goal for the Mexican American children is to reduce their educational deficit by instructing them in Spanish while they develop English as a Second Language. It is hoped that they will become bilingual and have improved self-concept through pride in their cultural heritage.

Project Language
Weslaco Independent School District
Contact: Lucas Hinojosa, Project Director
P. O. Box 266
WESLACO, TEXAS 78596
(512) 968-5546

Spanish (Mexican American). Grades: K-4, 8 classes, 1100 students; staff - not known. One school. Fourth funding year.

First grade classes, some of Mexican American children and some of Anglo children, are divided into groups of two, and are taught by teams of one English-speaking teacher, one Spanish-speaking teacher and one aide. Each child receives subject area instruction in his native language as well as instruction in the second language. Literature, fine arts, and physical education and recreation are conducted bilingually. Pre- and in-service training emphasize the philosophy underlying bilingual education, the development of curriculum, and continuous project evaluation.

Catch Up
Zapata Independent School District
Contact: Francisco Rodríguez, Project Director
Box 327
ZAPATA, TEXAS 78076
(512) 765-4831

Spanish (Mexican American). Grades: K-5, classes - not known, 632 students; staff - not known. One school. Fourth funding year.

Spanish-speaking children participate in a bilingual program designed to develop pride in their heritage, competency in Spanish and English, using the Spanish as a bridge to ease the transition to English. Kindergarten children learn oral language patterns in both languages, develop reading readiness skills, learn basic math concepts, develop physical skills, and participate in activities fostering social and emotional adjustment. First graders also develop basic reading and writing skills and develop ability to think creatively through art, music, and dramatizations. Social studies are added and second graders develop more advanced skills in the basic areas. Pre- and in-service training are provided for project teachers and aides. Parents volunteer to serve in the classroom and participate in a program advisory committee.

UTAH

Bilingual Education for Navajo
San Juan School District
Contact: Lynn Lee, Project Director
Box 425
BLANDING, UTAH 84511
(801) 678-3411

Navajo. Grades: P1-4, 17 classes, 340 students; staff of 17 professionals, 13 paraprofessionals. Three schools: Mexican Hat, Bluff, Montezuma Creek. Fourth funding year.

The unique features of this program have been the development of Navajo cultural materials and the training of Indian paraprofessionals to meet teacher certificate requirements. Student achievement, self-concept development, parental involvement, and curriculum development are major activities of the program.

VERMONT

Bilingual Project
Orleans-Essex North Supervisory Union
Contact: Marcel W. Charland, Project Director
P. O. Box 204
DERBY, VERMONT 05829
(802) 766-2430

French. Grades: 1-5, 9 classes, 169 students; staff of 5 professionals, 2 paraprofessionals. Two schools: Holland, Island Pond. Third funding year.

This is primarily a language maintenance program.

VIRGIN ISLANDS

Bi-Lingual/Bi-Cultural Education Program of St. Croix
Department of Education, Charlotte Amalie
Contact: Rosa Inés Rosa, Project Director
P. O. Box 630, Department of Education
ST. THOMAS, VIRGIN ISLANDS 00801
(809) 774-0100 Ext. 265

Spanish (Puerto Rican). Grades: K-1, 4 classes, 135 students; staff of 9 professionals, 10 paraprofessionals. One school: Concordia Elementary. First funding year.

The goal of this program is for all participating children to achieve successfully the goals of the educational process through the use of two languages, and acquire proficiency in both. The native language is used in first instruction and until mastery is attained; the second language is then introduced and developed until mastery in it is attained. The same procedure is used in the content areas. The study of the historical contribution and cultural characteristics identified with the people of both languages involved is an integral part of the program. The program is expected to expand through the sixth grade by the end of five years.

WASHINGTON

Training Migrant Paraprofessionals in 'Bilingual Mini Head Start'
Intermediate School District #104 (Ephrata, Washington)
Contact: Louise Gustafson, Project Director
Box 2367
PASCO, WASHINGTON 99302
(509) 547-8442

Spanish (Mexican American, Migrant). Grade: Pre-K, 19 classes, 114 students; staff of 7 professionals, 19 paraprofessionals. Three schools: Mini Head Start Centers in La Grulla, Texas*; Moses Lake, Washington; Connell, Washington. (*During the migrant season the LaGrulla Centers are located in several locations in Washington State, Idaho, and Illinois. Second funding year.

This program aims to provide a continuous Head Start program for migrant children while training migrant adults to become professional teachers. Its unique features are the continuity of service for migrant children and professional training in a non-academic setting.

I.S.D. 105 Bilingual Project
Intermediate School District 105
Contact: David R. Delgado, Project Director
103 Courthouse
YAKUMA, WASHINGTON 98901
(509) 248-2521

Spanish (Mexican American). Grades: K-2, 6 classes, 150 students; staff of 7 professionals, 5 paraprofessionals. Two schools: Grandview, Toppenish. Third funding year.

This inter-district program aims to provide an effective program of language development, conceptual development, in-service training and community involvement for children in the Yakima Valley. Spanish and English are used daily as mediums of instruction in small groups.

WISCONSIN

Milwaukee Bilingual Education Program
Milwaukee Public Schools
Contact: Anthony Gradisnik, Project Director
Milwaukee Public Schools
P. O. Drawer 10-K
MILWAUKEE, WISCONSIN 53201
(414) 475-8091

Spanish (Multiethnic). Grades: K-4, 7-12, 23 classes, 395 students; staff of 14 professionals, 14 paraprofessionals. Three schools: Vieau Elementary, South Division High School, Lincoln Junior and Senior High. Fourth funding year.

This program's goal is to develop a continuous bilingual/bicultural program from kindergarten through grade 8 at Vieau Elementary School. The Vieau School project is now K-4. Vieau school feeds into a junior high school that has "Hispano American Language, Culture and History" as a ninth grade bilingual subject offering. The students continue at South Division High School where we have the following bilingual/bicultural offerings: Hispano American Language, Culture and History, The Hispano in an Urban Setting, Personal Economics, U.S. History, and Sociology. The high school students are involved in program selections. At the primary grade level, the staff includes five teachers, and a bilingual resource teacher, whose primary task is to help coordinate the various curriculum and instruction facets of the bilingual program at the local school level. Parent community involvement is provided by a bilingual advisory committee, and individual schools form their own advisory committees. A Boletin Bilingue is published also.

APPENDIX

Tables A, B, and C contain the following information:

1. Number of projects by state or territory
2. Number of states and territories having Title VII, ESEA projects
3. Total number of elementary and secondary projects
4. Number of elementary and secondary projects, by language
5. Number of projects by funding year
6. Number of projects by language
7. Number of projects by grade
8. Number of projects by culture
9. Total number of projects funded through 1972-73
10. Number of students by language
11. Number of students by grade level
12. Number of students by culture
13. Total number of students
14. Total number of staff
15. Professional and paraprofessional staff totals
16. Average ratio of staff to students
17. Total number of schools
18. Number of schools by language
19. Cross-tabulation of projects by grade and language
20. Cross-tabulation of students by grade and language

Note: Inconsistency in the various totals is due to omissions in information provided; however, ratios and cross-tabulations reflect appropriate adjustments.

TABLE A

STATE	NUMBER OF PROJECTS						NUMBER OF STAFF			NUMBER OF SCHOOLS	NUMBER OF STUDENTS	AVERAGE RATIO OF STAFF TO STUDENTS: CLASSROOM PROJECTS
	TOTAL	FUNDING YEAR					PROF.	PARA-PROF.	TOTAL			
		1st	2nd	3rd	4th	5+						
1. Alaska	1			1			8	13	21	6	103	1:5
2. Arizona	9		3	2	4		109	10½	219½	13	3017	1:13
3. California	62	8	6	19	26	3	975	802	1635	169	27,184	1:15
4. Colorado	7	2	3	1	1		100	54½	154½	14	2,212	1:14
5. Connecticut	3	1	1	1			18	14	32	7	600	1:19
6. Florida	3	1		1	1		45	40	35	4	548	1:19
7. Guam	1		1				18	1	19	2	240	1:13
8. Idaho	1			1			5	9	14	4		
9. Illinois	4	3			1		19½	9½	29	6	1.372	1:26
10. Indiana	2	1		1			38½	17	55½	6	473	1:9
11. Louisiana	4	1	1	2			62	34	96	10	1,336	1:14
12. Maine	3	1	1	1			39	24	63	9	758	1:12
13. Mariana Islands	1	1					6	7	13	2	55	1:4
14. Massachusetts	7	2	2	1	2		109	49	158	16	1,536	1:10

TABLE A (continued)

15. Michigan	4	2			2		41	44	85	6	842	1:15
16. Montana	3	1		2			14	27	41	4	342	1:8
17. New Hampshire	1				1		6	3	9	3	192	1:21
18. New Jersey	4	1		2	1		111	31	142	13	2,118	1:15
19. New Mexico	12	2	3	2	4	1	231	225	456	55	5,449	1:11
20. New York	26	9	9	4	4		467½	283	750½	78	10,238	1:13
21. Ohio	1			1			12½	12½	25	1	347	1:14
22. Oklahoma	3	1		1	1		49	39	88	14	1,364	1:16
23. Oregon	1			1			13	11	24	2	274	1:12
24. Pennsylvania	2		1		1		28	44	72	12	2,801	1:39
25. Puerto Rico	1		1				13	3	16	1	300	1:16
26. Rhode Island	2	1			1		18	11	29	2	350	1:12
27. South Dakota	1		1				7	11	18	2	98	1:18
28. Texas	41	6	6	12	17		1,068	600½	1,668½	179	34,991	1:19
29. Utah	1				1		17	13	30	3	340	1:11
30. Vermont	1			1			5	2	7	2	169	1:24
31. Virgin Islands	1	1					9	10	19	1	135	1:7
32. Washington	2		1	1			14	24	38	3	264	1:7
33. Wisconsin	1			1			16	14	30	3	343	1:11
TOTALS	216	45	40	59	68	4	3692	2592½	6284½	652	100,391	1:14

TABLE B

LANGUAGE / CULTURE	NUMBER OF PROJECTS Elementary	Secondary	All/Other	NUMBER OF SCHOOLS	NUMBER OF STUDENTS
1. Acoma	1			1	84
2. Chamorro	1			2	240
3. Cherokee	1			4	416
4. Cheyenne	1			2	55
5. Chinese	2			4	639
6. Choctaw	1			4	52
7. Cree Chippewa	1			1	112
8. Crow	1			1	175
9. Eeloponkee/Miccosukee	1			1	42
10. French Mixed	5			17	1.349
11. French Acadian	1			1	435
12. French/Cajun,Creole	1			2	311
13. Lakota	1			2	198
14. Muscogean	1			6	196
15. Navajo	3	1	1	9	1,277
16. Palauan--Ponopaean	1			2	55
17. Passamaquoddy/Algonquin	1			1	50
18. Portuguese	4			8	567
19. Spanish/MexicanAmerican	93	9	11	404	70,913
20. Spanish/Puerto Rican	21	4	5	93	14,179
21. Spanish/Cuban	1			1	313
22. Spanish/Multiethnic	17	1	4	36	5.733
23. Yupik Eskimo	1			6	103
24. Multilingual	15	1	3	44	2,897
TOTAL	176	16	24	652	100,391

TABLE C

GRADES	CHINESE		FRENCH		INDIAN LANGUAGES		PORTUGUESE		SPANISH		SPANISH MULTILINGUAL	
	Proj.	Stud.	Proj.	Stud.	Proj.	Stud.	Proj.	Stud.	Proj.	Stud.	Proj.	Stud.
PK									2	194		
PK-K					1	84			2	288	1	90
PK-1									3	[illegible]8		
PK-2									3	1016		
PK-3									4	2523	1	315
PK-4									3	5727	1	380
PK-6	1	392							2	2858		
PK-8									1	705		
PK-12									1	2705	1	1505
PK-K, 5-7									1			
PK,A									1	205		
K					1	55			2	260		
K-1			1	98	1	200			10	4699	1	233
K-2					6	962			15	4532	1	362
K-3			3	1356	2	855	1	160	31	12154		
K-4									14	8941	1	360
K-5			1	192					4	4654		
K-6					2	92	1	137	10	9278	1	216
K-7									1	479		
K-8									1	300		
K-12									5	4414		
K-1, 6-7, 10-12									1	1606		
K-2, Sp. Ed.									1	96		
K-2, 5-6									1			
K-2, 7-8									1	930		
K-3, Sp. Ed.									1	495		

TABLE C (continued)

GRADES	CHINESE		FRENCH		INDIAN LANGUAGES		PORTUGUESE		SPANISH		SPANISH MULTILINGUAL	
K-3, 7-9									2	1180		
K-3, 7-12									1	1878		
1					1	55			1	204		
1-2			1	280					1	435		
1-3									5	968	1	274
1-4	1	247			1	175			10	5882	1	450
1-5			1	169	1	416	1	250	1	506		
1-6									1	305		
1-8									1	800		
1-12, Ad.					1	480						
2-5									1	970		
3-5									1	92		
4-6									2	582		
5							1	120			1	100
7-8, 11					1	64						
7-9									3	867		
7-10									1	192		
7-12									2	620		
9									2	670	1	150
9-12									6	1549		
Non-classroom									6	N/A	2	N/A
NK									2		1	
TOTALS	2	639	7	2095	18	3438	4	667	170	89117	15	4435